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School Activities

HARRY C. MCKOWN, Editor

C. R. VAN NICE, Managing Editor

ROBERT G. GROSS, Business Manager

VOLUME X, NO. 9

MAY, 1939

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ing Company. Entire Contents Copyright 1939.

New Helps

● **GARDENING AS A HOBBY**, by Allen W. Edminster, professional horticulturist, lecturer and writer.

Here is ready help for everyone with a patch of ground to cultivate. In a few short chapters the author gives the fundamentals for the development of a garden. He deals in a practical manner with such topics as: the relationship of the garden to the home; the value of color harmony in the garden; the importance of soil composition and food plants; how to build cold frames and hot beds; and how to deal with insects and plant diseases. A special feature of the book is the compact lists supplying essential information about the physical characteristics and the planting methods of annuals, perennials, roses, bulbs, and lawns.

For the flower lover without elaborate equipment and with only a few hours a week to spend in his garden, this book will show how to get pleasing results in this satisfying pastime. Published by Harper and Brothers.

● **CONGRESS AT WORK**, published by Scholastic Bookshop. Just as all eyes are now turned to Washington comes this new 32-page booklet designed for the use of high school students. Covering the most important national activity of the school year, it follows a bill through committees, debates, hearings, etc. Students are placed in the very midst of Congressional action. Dramatically written and profusely illustrated. Excellent home reading and—used in class—the splendid workbook features are sure to keep students interested in Congress during the entire session. The game of "Congressional Checkers" (included in the book) will be played in high school classrooms and in homes.

● **TESTED ONE-ACT PLAYS**, selected and edited by Oscar E. Sams, Jr., with introductory chapters by William G. B. Carron. Published by Noble and Noble. The thirteen one-act plays included in this volume represent a cross section of the fine experimental work in the creative drama field as it is being done by American schools and colleges.

One attractive feature of this book is that amateur groups may produce all of these plays free of royalty payments. Scenery requirements are not prohibitive; any of them can be acted using only screens or draperies as a background. Another desirable item is the wide and well-proportioned variety of types of plays. There are six comedies, four serious dramas, two tragedies, and one fantasy written especially for radio, in script form. Only two of the plays require special costuming.

Comedy Cues

RECORD BREAKER

Goofy Saunders, who can step along the cinder paths in something under the Olympic time, caught a fever. He was told he had a temperature.

"How high is it," asked Goofy.

"About a hundred and two."

"What's the world's record?" demanded Goofy.—*Our Navy*.

~*~

The teacher had written 92.7 on the blackboard and, to show the effect of multiplying by ten, rubbed out the decimal point. She turned to the class and said: "Now, Alfred, where is the decimal point?"

"On the eraser," replied Alfred without hesitation.—*Miss. Educational Advance*.

~*~

SLIGHT ERROR

Voice (over telephone): "Are you the game warden?"

Game Warden: "Yes, ma'am."

Voice: "Well, I am so thankful I have the right person at last! Would you mind suggesting some games suitable for a children's party?"

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As the Editor Sees It

"Worthy of special mention is the fact that it is, apparently, becoming more and more difficult to distinguish between the curriculum and the extra-curriculum," states Paul W. Terry in the introduction to his valuable feature, "Selected References on the Extra-Curriculum," *School Review* for April. This indicates a wholesome trend—wholesome for both subjects and activities.

If your school needs publicity and is not particularly discriminating as to the methods employed, why don't you plan and stage a Golden Piscatorial Gastronomical Contest in which attractive, semi-draped girls and handsome, slick-haired boys compete for the title of "Biggest Sucker"? Colleges are now going for this one and you know the "lower schools" should fall in line. (Our editorial reaction unprintable).

Superintendent J. A. Metcalf of Shakopee, Minnesota, and his entire faculty went on an observation trip to neighboring schools leaving 88 elementary and 192 high school students, for the entire day, under their own elected student administrators and teachers. Did it work? IT DID.

High school students have frequently taken over municipal administration, the public school system, the newspaper, and other local enterprises for a short period of time, but here is a new one. Recently the students of the Argentine High School, Kansas City, Kansas, after two years of broadcasting experience, completely programmed and managed station KCKN for a day. Another project for your program book.

Another use for the radio—too often the purveyor of trashy music, asinine soap serial melodrama, insufferable wisecracking, "hook the sucker" box top and wrapper contests, "canned applause," and intelligence-insulting tripe,

blah, and claptrap without end. The high school teams of Olympia and Centralia, Washington, debated before the assemblies of the two schools and other radio listeners over stations KGY and KELA. Successful? You guess.

Again, let's remember to use accurate terminology at and about our coming closing events. "Commencement" refers to the entire schedule of activities; "Graduation" refers to the one appropriate event in the high school and never to ANY event in the elementary school; and "Promotion," to the elementary school exercise.

The Cleveland meeting of the American Association of School Administrators represented a new "high" in these programs. All too frequently these programs have been little more than frothy rantings, witless rhetorizings, servile compromises, and spineless resolutions—usually, too, presented by the same old stand-bys. The recent meeting was refreshingly different. In general, men of distinction fearlessly and intelligently handled the vital issues it reflected. And the exhibits surpassed all others in quantity and quality. Congratulations, AASA!

The newly established Institute for Consumer Education at Stephens College, Columbia, Missouri, is evidence that some educators are interested in presenting more than the dear old "Liberal Ahts"—whatever they are. A well-equipped consumer library open to anyone interested, courses, clinics, research projects, school study materials, booklets, a monthly news letter, and a National Conference on Consumer Education represent a part of its program. Another forward step towards immediately practical education. May it soon find its way into the public schools.

Well, so long. We'll be seeing you again next fall. Happy and profitable summer.

Student Co-operative Projects

PROBLEMS of student housing, which are as old as the University movement itself, have recently been augmented by the lack of funds of a large majority of students. Rapid increase in student enrollment has also added to the problem in some institutions because of the resulting increase in the cost of living accommodations. A study of student residence made by the House Director of the Wisconsin University recommends that "the University should do what is within its power to bring the cost of living with a group down closer to the cost of living alone. Direct action on the 30 per cent higher board and room rates for group living is necessary, and the avenues of approach are through closer supervision of fraternity construction and operation, deliberate lowering of overhead in present university dormitories to achieve educational results, and the construction at a lower cost of additional but plainer dormitories." Many institutions are finding that the most constructive way to bring down the cost of living is to encourage the development of student co-operative enterprises.

A preliminary report by George Fox Mott of an investigation being carried on at the University of Minnesota, with the co-operation of the Committee on Group Life of Students of the National Association of State Universities, shows an attempt to evaluate the manner in which college students are housed, and to determine how college students should be housed in order to best meet modern educational aims and objectives. This report indicates that most college administrators listed dormitories as the most satisfactory method of housing. It is significant that many institutions appear to be in favor of co-operative cottages as an alternative to dormitories.

It is apparent that there are many conflicting opinions regarding the existing housing situation and possible ways of improving it. Some cling to the German principle that rules out the desirability of any concern with the student outside the lecture hall and, therefore, eschews co-operative enterprises. They believe that a university has no responsibility in the matter. However, most educators acknowledge such a responsibility. The old policy of *laissez faire* is being replaced by a definite attempt to improve the existing situation.

As early as 1932, the Harmon Foundation found in its query of 737 institutions that more than one-third of those replying were helping economic needs of students by co-operative plans. The popularity of this method

ARNO NOWOTNY

*Assistant Dean of Men,
University of Texas, Austin, Texas*

of reducing student living expenses is increasing steadily, and the number of new ventures in this field since 1932 is especially noteworthy.

The co-operative plan, however, is not a new idea. Wellesley College has had a co-operative house for 49 years, and Northwestern University has had a co-operative unit for 32 years.

These co-operative ventures include a varied list of enterprises. One institution bought an electric wheat grinder, which was purchased as a means of providing students with breakfast food at a minimum cost. Successful co-operative buying among fraternities seems to be on the increase. Old army barracks were converted into co-operative units at Morning-side College, and students can receive board at from \$3.00 to \$3.50 per week. Ohio State utilized space in the stadium and gymnasium and expects to take care of 500 at \$3.25 per week for board and \$1.00 per quarter for room. Amherst has organized a small co-operative society which secures price concessions from dealers in oil, gasoline, sporting goods, haberdashery, and clothes. Antioch College has worked out a co-operative exchange, in which student labor is exchanged with industries in association with the college. Berea College in Kentucky, Blackburn in Illinois, and Commonwealth College in Arkansas require all students to do a certain amount of work, and expenses for all are thereby made as low as possible.

At Washington University, 37 men saved \$5,000.00 in one year through their co-operative association. They expanded and now include ten houses with central kitchen. They bought an insulated truck, which delivers hot food to each house. They estimate that 300 members saved \$60,000 during the first three years of operation. The houses are incorporated under one charter. All members are on a cash basis and they hire a skilled chef and dietitian; they elect a board of directors who hire a general manager, who audits the books and passes on major business policies. Sunday evenings are given over to fireside chats, singing, discussion groups, and games.

Co-operative bookstores, dining clubs, buying pools, general stores, and credit unions have sprung up in institutions in every section of our Union. Perhaps the outstanding

growth has been accomplished at Texas A. & M. College. William H. Moore reports that in the winter of 1932, in the darkest days of the depression, twelve students came to the bottom of their purses. With the abettal of Dr. Dan Russell of the sociology department, they pooled their funds and rented a "haunted" house near the campus and managed to scrape through the second semester. That summer C. E. Bowles, and other county agents in the extension department, found many farmer boys who wanted to attend college but who had very little money. They found farmers with large supplies of food for which there was no market, and so they encouraged these farmer boys to can vegetables and fruits during the summer and meat in the fall to provide a large part of their food. These county agents provided co-operative trailers to bring in the supplies. They brought in eggs, canned goods, cured meat, vegetables, sweet potatoes, live poultry, pigs, cows, and almost every conceivable article of food. The cost per boy per month for some groups was as low as \$4.62. This covered rent, utilities, cord wood which the boys cut themselves, and such groceries as they had to buy.

This year, 1,171 men are living in co-operative units. No unit spends more than \$15.00 per month per student. Having taken over all suitable buildings available near the campus, they were forced to push farther away until now they have 50 units, spread over four miles. This wide scattering of houses has forced the co-operative into the operation of a transportation system of its own. Members have also found it advisable to secure barber service and general supplies co-operatively.

Some members, since graduation, have even interested A. & M. alumni to assist in financing the construction of houses near the campus to make possible additional units. The Washington County alumni unit is the outstanding example of this plan. Dr. Russell states that there has been a smaller percentage of hospital cases from co-operators than from their dormitories. It is a military school and these units are inspected, but they receive fewer demerits than dormitory students.

At the University of Texas the co-operative movement had a modest beginning in the fall of 1936, with one unit for men and one for women. This year, there are 9 units for men, and 2 units for women, housing approximately 225 students who will save approximately \$25,000 this year. The average cost per student per month will be approximately \$16.00. Two units have cut expenses materially by having one central kitchen. Each house is managed independently, a house manager being appointed by the dean of men, and the housemother and treasurer are elected by each group, subject to the approval of the

Dean of Men. A councilman is also elected and this group is called the "House Council," which administers the policies of the group. The councilman also serves on the "Inter-Co-op-Council," which is made up of one member from each unit. This group receives bids from various dairies, bakeries, grocers, etc., and is able to cut expenses materially through this means of co-operative buying.

It is possible to make a rough generalization of two different plans for student co-operative houses. In plan one, the college takes care of all expenses and makes a specific reduction to the students. Because of the amount of supervision and responsibility taken by the university, this plan does not seem to be the most popular. It tends to be more of an accommodation offered to students than a true co-operative enterprise made possible by the willingness of students to undertake the major responsibilities connected with this type of housing. Wisconsin is one of the best examples of this plan. The houses are entirely self-supporting, and the central business office supervises the accounting and general operation. The university employs a man and his wife as managers, who are largely responsible for the operation of these homes.

In plan two, the student group pays all the bills, and divides expenses and work equally. It has proved more popular because it offers more social and educational values than does plan one. The students feel that the success or failure of the undertaking rests in their willingness to do the assigned house-keeping tasks satisfactorily.

Such units should be entirely self-supporting, not relying on the university or college for any type of subsidization. Unless the units pay for themselves, an element of unfairness may creep in. One group can not properly be given privileges that other students must pay for.

Various methods are followed to remove the social disadvantages which might become attached to the co-operative house or its occupants. Frequently, social clubs are formed by the residents, these having somewhat the same status as fraternities. Many houses sponsor dances, smokers, and skating parties; sometimes invite faculty guests, encourage participation in intramural athletics, schedule a system of exchange of guests with other houses in Sunday dinners, and plan exchange dances with dormitories. Dean Franklin of Boston University comments that "it affords an avenue of expression which many college students are seeking today. It keeps them in touch with house management while they are preparing themselves for life. It places continual responsibility upon them. It calls out

(Continued on page 405)

Developing a Program of Activities in a Small High School

NEVA BENNETT WOODFIN
High School Instructor, McRae, Ark.

HOW can a small high school which has neither an adequately trained faculty nor the "extras" inaugurate a desirable program of extra-curricular activities? This is a question which presents itself to many small school administrators. In an attempt to solve this problem, an experimental report is here presented, showing how one small school which formerly had no kind of supervised non-athletic extra-curricular activity installed such a program and fostered it through one year of rapid growth and worth-while achievement.

The problem of presenting for the reader's consideration the actual procedure in the installation of a program of extra-curricular activities involves many angles of discussion. The following points may provide a brief survey of the existing conditions in school plant, faculty, student body, and community:

1. The school was a typical small high school of Arkansas with 72 students enrolled in grades nine to twelve.

2. Previous activities had been merely the after-school ball games, and the old type of fifteen-minute morning and afternoon recess periods for unsupervised play.

3. The building was the traditional small-town building housing all grades. It afforded one study hall and two small classrooms for high school work.

4. The faculty was the same as that of the previous year, with no new "blood," nor specially paid activity directors. There were three regular classroom teachers for high school grades, including the superintendent and the principal.

5. The student body was one of the hardest to control in disciplinary matters. Fights or other disturbances were frequent during "recess." Regular suspensions and other major punishments were necessary for high school boys. School absences were numerous, and many students voluntarily quit school each year to go to work.

6. Patrons and other residents showed little interest. The parents seldom visited school, and business men were not particularly interested.

Considering these existing conditions, the administrator of this small high school felt that something had to be done to create more parent and student interest in the school. The extra-curricular activity program was sug-

gested as an experiment, and in spite of the lack of modern building equipment and sufficient teacher time, the project was undertaken.

PLANNING THE INSTALLATION. The general plan of procedure was to work through the faculty first, then through the student body, and, finally, through the students to gain the interest and support of parents and community at large. The music teacher, the teachers of grades six, seven, and eight, and the three high school teachers were called together for a round table discussion of the situation in general. As all seven of these teachers had worked together in the school system before, each felt free to express his own opinions and offer suggestions for the general good. All seemed interested in helping with a program of extra-curricular activities, but expressed their feeling of inability because of knowing so little about such work. Someone suggested that a class of instruction be organized under the direction of the English teacher who had just completed a summer course in this work. A majority preferred a Faculty Study Club which would meet bi-weekly the first two weeks to get organized. They planned to collect all the material they could on extra-curricular activities, each taking an active part in discussing what he had read.

The music teacher was willing to work with organizations in the high school and also in the intermediate grades. The three intermediate grade teachers wanted to be members of the Faculty Study Club in order that they might plan activities for their home rooms, similar to those which would be planned for the high school. This gave a good working group of seven faculty members. Pleasure was mixed with business in this first organization of the extra-curricular activity program. The club met in the homes of its members, where refreshments were served and a short social hour enjoyed after each study meeting.

The first problem taken up by this group after getting a small library together was the provision for an activity period in the daily schedule. This was done by planning to put the two fifteen-minute recesses together, and have thirty minutes for the high school activity period from 10 to 10:30 each morning. This did not change the elementary recess schedule.

Having determined a time for the activities,

the home room as a basic unit of the whole program was planned. The superintendent was to take the seniors in a home room guidance program, planning to meet with them at least once each week in one classroom. The principal suggested the combination of the tenth and eleventh grades, since the tenth grade had a small enrollment. He was to sponsor this group with its home room in the study hall. The English teacher became the freshman advisor, and the English classroom was chosen for their home room. All groups were to continue to use the study hall when not attending classes, just as had been done previously.

THE PROGRAM IN OPERATION. Monday morning of the third week of school, the class schedule was changed slightly to provide for the activity period as planned for 10 o'clock. Students had not been informed of the plans until this time. They were then directed to meet with their home room sponsors in the locations previously planned for each group. This first home room meeting was entirely under the direction of the sponsor, but the students came to this meeting with an attitude of suspense and expectation. They were curious and in a receptive frame of mind. When it was explained by the sponsor that this was to be their period each day to plan as they thought would be most beneficial to them, the pupils were even more alert and ready for organized action.

They began asking the sponsor what they could do during this period, and he referred the question back to the group to see what they would like to do. The resulting discussion pointed out that the students' desires were: to have fun, to be of service, and to learn something. Three kinds of activity were open for the home room participation: recreation, informative and entertaining programs, and social activity, even to the extent of an evening party.

With needed officers elected, the work was begun—each group working in a competitive spirit with the other two. For the next two weeks the students met every day for their thirty-minute period, working and planning. The room selected as the "home room" for each group was taken seriously as a personal possession, and immediate action took place toward improving the appearance of the room and adding needed equipment. Through the students' free contribution of labor and materials, laboratory tables and benches were painted, lockers were built, and pictures collected and hung. Magazines, books, and many other usable materials were brought in generous quantities by the students, hoping to improve their home room and to supply materials for use during "their own period" each day.

After two weeks of daily work with the home room, programs of various types were planned, and a home room calendar of events was made out by each group, providing something specific for each remaining Monday of the semester. The students had not the foresight nor the experience to make complete program outlines for more than one or two weeks in advance, but they were able to determine after two weeks of daily meeting just what general type of activity they would like to have during each month of the semester. One big party was planned, and the other programs were to be taken from guidance or special-interest material which was being contributed regularly from books and periodicals brought to the home room library by sponsor and students. These programs were made just as appropriate for the various seasons and special day celebrations as possible.

It was natural to expect the home room programs of the first year to be very limited in scope, but the Faculty Study Club began working on the preservation of good material to be filed and mimeographed for guidance in construction of program outlines for the next year of activity.

In attempting to plan programs which would be of interest to the entire home room group, various individual hobbies and aptitudes were continually discovered. Not only the teacher, but also the students were led to see the need of club organizations in the school to take care of the personal-interest activities not being dealt with in the home room organizations. The director of extra-curricular activities, therefore, made up a list of eighty-eight clubs which seemed adaptable to a small high school situation. In questionnaire form this list was presented to each faculty member, who was asked to check any clubs which he thought he might be interested in sponsoring, and to add others to the list which would appeal to his interests and abilities.

From the teacher choices indicated on the club questionnaire presented to them, thirty-two clubs were listed on a second form to be presented to each student in order that he might choose the clubs in which he thought he might be interested. However, the students were told nothing of the longer list. They thought they had the complete authority for selecting the clubs which would be organized. They liked the prestige which was being given them in the new activity program, and were much more co-operative in all school matters than they had been previously.

Each home room sponsor explained to his students, when handing out the student questionnaire, that each should vote for at least

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A Deep-Sea Diving Club

F. JOSEPH LORZ

Teacher of Science, Monticello Junior High School, Cleveland Heights, Ohio

THE germ of the idea of a deep-sea diving club was one with a dual origin. It evolved from a general science classroom discussion of the hydro-statics and pneumatics of deep-sea diving and from an article in the July, 1935, issue of *Modern Mechanix and Inventions*, which was brought to class by a pupil, and which carried a description of the design and construction of a home-made diving helmet and accessory equipment. The type of helmet made by the club was a modification of that described in this article. Interested sponsors are referred to it for details of construction.

The helmet proper is fashioned from the top of a discarded water boiler. It is shaped to fit the natural contour of the shoulders. This sharp edge is cushioned with a longitudinally split piece of garden hose. A hole is cut for a visor, which is made of sheet metal and plate glass. Air is pumped into the helmet through a fifty-foot length of garden or air-hose, one end of which is attached to the top of the helmet and the other to a check-valve made of a six-inch piece of pipe and two tire valves. A large tire-pump furnishes the air.

The completed helmet weighs about seventy pounds. About half of it is lead, which is bolted in two pieces to the bottom of the helmet in front and in back. The buoyant effect on a submerged body decreases this weight so that the diver supports only a few pounds.

The values, other than those of co-operation and fellowship accruing from the club as an activity are that three native interests of the junior and senior high school boy are satisfied. These are: the scientific, in the design and operating principle of the helmet; the mechanical, in its construction; and the athletic, in its use.

The element of danger was considered because in recent years there have been two or three fatalities among amateur divers. Investigation proved that in these cases the diver weighted his person rather than the helmet, making it impossible for him to rise to the surface when there was a failure of the equipment. The design decided upon by the club required that the necessary weights be bolted to the helmet, so that in the event of failure of equipment, the diver could easily throw off the helmet and rise to the surface.

In subsequent experience, more than two hundred persons of both sexes have been observed making an aggregate of several hun-

dred descents in shallow water without mishap. The element of danger to a healthy person in shallow water and under adult supervision is negligible.

The requirements for membership seemed rather rigid for junior high school boys; less so, perhaps, for senior high school boys, although the club here described was comprised of the former. These requirements are that the applicant should possess:

- (1) some mechanical skill, especially in metal work.
- (2) a better than average ability to swim.
- (3) about three dollars for materials. (Of these, lead for weighting is the most expensive.)
- (4) a letter of consent from parents.

The requirements as to facilities of the building are ideally a swimming pool and a metal shop. Monticello Junior High School has no pool, but the club secured permission to use the pool at the senior high school. Nor is a metal shop necessary. A few metal-working tools usually found in a wood shop such as: soldering coppers, tin-shears, hacksaws, and cold-chisels are all that is necessary.

Although the weights given are practical, an interesting problem to students is a computation of the weight necessary for each helmet by applying Archimedes' principle. Another such problem is to derive a formula for the increase in water pressure per square inch as the depth increases.

The club ought to extend throughout the school year. The construction of the helmets in a club which meets only one period a week has been found to require nearly the whole first semester. Several of the more able members worked independently of the club at odd times and were able to complete their work earlier.

In several instances, two boys chose the project as partners, which decreased the cost and labor per person. This principle of partnership could well be extended to the extreme that the club as a whole make a single helmet, sharing expense and labor and having the finished helmet become club property.

The experience of the writer with the club has been that during one semester eighteen boys completed fourteen helmets and during another semester fourteen boys completed eight helmets. Currently, the club is using the club period to dive only, the equipment in use having been made in previous semesters.

The equipment after completion is a means of summer vacation recreation for the mak-

ers. Several boys have taken their helmets to summer camps, where camp leaders welcomed them as additional recreational equipment. Others, whose parents have cottages on bodies of water, use the helmets there during the whole summer. Aside from pure recreational use, the equipment has been used to retrieve sunken outboard motors, and one club member, the son of a nationally prominent child psychologist (Dr. Garry Cleveland Myers, editor of *Children's Activities*), received a liberal monetary reward for salvaging a set of false teeth, which had been dropped by a bather in fifteen feet of water in an eastern lake. Students of marine biology in a Florida college "study nature, not books" with diving helmets, and one university swimming coach submerges in the pool to study the form and strokes of his charges.

Because of the use of helmets by boys during the summer, a list of diving "don'ts" was mimeographed and distributed to members. It is here appended. The last three are the suggestions of one member who possessed a sense of humor in addition to his other qualifications.

"DON'TS FOR DIVERS"

1. Your helmet is for play, but not for horseplay.
2. Don't fail to see that all joints are tight.
3. Don't dive in unfamiliar places.
4. Don't attempt diving without having with you a responsible adult who can swim.
5. Don't use a hose that is too old.
6. Don't fail to use two pumps. One may be enough but two are better and one might fail.
7. Don't get panicky if something goes wrong: it is an easy matter to push off the

helmet and come up. *Practice this and you will have more confidence.*

8. Don't try to go too deep at first. Never attempt a depth of more than twenty-five feet.

9. Don't allow the attendant who lowers the helmet on your shoulders to drop it. This may easily happen when, while leaning over, he may have a slippery footing. Your helmet weighs about seventy pounds.

10. Don't walk under piers or floats when submerged. The hose may become fouled.

11. If the port or visor becomes steamed from the breath on the inside, it may be cleared by squirting a mouthful of water against the glass.

12. Avoid a weedy bottom. Sandy beaches are best.

13. Wear an old pair of tennis shoes if there is danger of cutting the feet.

14. Communication between shore and diver enhances the sport for everyone. Otherwise wear a rope around your waist and signal by jerks. This is an additional safety measure.

15. Until you get experience, don't go off a pier straight down into deep water. Practice by walking down a gradual slope.

16. Chewing gum helps to equalize the pressure on the ears. Pressure increases about one pound per square inch for every two feet of depth.

17. When walking on the bottom you can make better forward speed by crouching as you walk and leaning forward.

18. A rope tied to the handle, and to which the air hose is taped at intervals, should be provided.

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Diving Club Members in Action

Something to be Said for School Exhibits

EXPENDITURES and preparations for the Golden Gate Exposition at San Francisco and the World of Tomorrow at New York City, which are being held simultaneously this year, demonstrate the belief of those in charge that people will attend by the million. The attendance at the Chicago Century of Progress five years ago furnished tangible evidence that people will visit exhibits even in a period of financial depression.

During the past ten years, the Arcanum School, Arcanum, Ohio, has presented annual displays which have met with considerable success. For those who question the educational value of a school exhibit, this claim needs some elaboration. It is interesting to note that Chapter 2 of the recent book, *Were We Guinea Pigs?* written by the class of 1938 of the University High School of the Ohio State University contains a detailed account of displays exhibited at a party held for the parents of the class. This indicates that the school exhibit is not an outmoded and extraneous school activity, but one recognized as productive and valuable in the best equipped and most progressive schools.

The school exhibition presents several objectives which are educationally significant. It provides an opportunity to show the entire student body and community many things done during the year; many times these are taken home and are known only to the class or department and to parents of the children doing them.

"Seeing is believing." At an exhibit persons are able to see, to examine, and perhaps to touch things which have been made by the students. Without an exhibit many activities of the school are either unknown or have been a matter of hearsay. The exhibition presents tangible evidence.

Preparation for the exhibit offers an incentive to students and teachers alike to complete commendable work. Also it supplies interest to the very last week of school, when many students tend to show a very observable let down.

Then, too, the exposition serves as an aid in the school's guidance program. Coming, as it does, during the final week of the year and at a time when students sign up for work for the next year, the displays and demonstrations offer suggestions to students and parents.

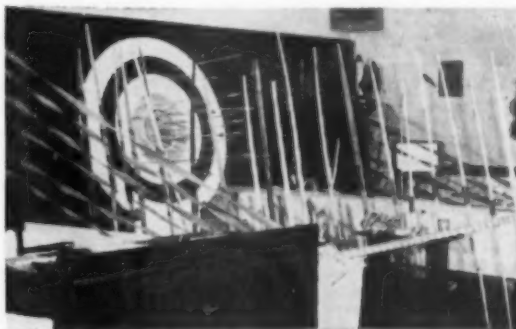
Of the various attempts to secure student-parent co-operation that have been made, such as P. T. A., Visit Your School, Ameri-

G. G. STARR

Superintendent of Schools,
Arcanum, Ohio

can Education Week, the school exhibit has produced the most apparent results. Attendance and interest at these affairs have been high.

It has been the aim of the Arcanum School to show as many of the activities and projects of the school as possible. Some of these have included style shows, correct ways to set the table, and samples of cooking by the home economics department; a display of musical



The Archery Display

instruments and music concerts by the school band and orchestra; a showing of educational films used in visual education; projects in woodworking, mechanical drawing, leather, metal working and electricity by the industrial arts shop; typical experiments performed in the science classes; a demonstration showing the printing of the school paper; a gym class in operation; projects in the grade rooms, including post office, store, transportation, the farm, and the city; and many other displays showing the various activities of the school.

Preliminary plans for the exhibit made at the beginning of the school year provide opportunities to save material for use in the exhibit. Also, these early preparations make the selection of a general plan for displays possible. A few years ago the first six grades of this school made a study of Indian life with each grade working out a particular phase of the subject suitable to the age of the pupils of the group. A study of the colonial period, too, created considerable interest.

Even though a dominant motive may be carried out in the displays; nevertheless spe-

cial care is taken to include specimens of all the work of the students. It is true, though, that many activities of the school can be planned in relation to the motive which has been selected for the exposition.

In preparation, personal invitations, stating the pupil's contribution to the exhibit, are sent to all parents of children having a display. Other features of the exhibition are explained together with a very friendly invitation to attend. Announcements also appear in local newspapers and the school paper inviting all members of the community.

The exhibit, which is usually held on a day during the first part of the commencement week, begins soon after the dismissal of the school for the day and extends throughout the evening. A table for the registration of visitors is placed in the main hall where guides await to assist persons in finding the various displays and demonstrations. A mimeographed program is prepared to show the schedule of events which has been arranged so that visitors have an opportunity to view all phases of the exposition. It is possible for a person to spend several hours at the building—viewing the exhibits, attending the show, watching the demonstrations, and stopping for refreshments served in the cafeteria.

No claim is made in this discussion that the exhibit offers an opportunity to show the entire operation of the school. Perhaps a far better conception of the functioning of the school could be obtained through other means—such as a visit during the regular activities of the day, but the interest of the spectators and their comments do show a real value for the exposition. Such statements as, "I did not know the school was doing this" or, "I would like to have that table in my

home," do compensate for the effort and time that are necessary to make such an exhibit possible.

Commencement Through the Years

MARY S. CRISS
Springfield, Missouri

If on a night in May, 1939, each of the Springfield, Missouri, audience of 5,000 attending commencement exercises were handed a gold and white program booklet decorated with a floral spray of delicate pink wild roses and tied with silken cord-and-tassel, the oh's and ah's would make noise of no small volume. If on a May night in 1884, however, the girls who handed out the programs had worn swirling silken formals, no doubt the oh's and ah's would have been as evident if not as numerous. Thus do times and manners change even in relation to commencement.

One of the treasured files in our office is the registrar's collection of commencement programs beginning with 1884. Turning over these programs from the cord-and-tassel and embossed style of that day to the simple page of today tells a history not only of changing styles in the printed program but in the exercises themselves. For year after year the essay-oration commencement was the usual type. A co-worker tells of a commencement at which the seniors sat in a semi-circle in rocking chairs. Thirteen essays and orations were given.

The speech department was not then a part of the high school, and the amplifier was unknown. One girl who dared to memorize her essay and give it as the boys did was an object of curiosity. The literary theme was usually one for the girl and it lent itself well to being written and read aloud. Boys, knowing more of the world beyond the school house door, could more ably discourse upon more worldly subjects. Gestures with muscle backing them up could produce the desired emphasis upon a "Beyond-the-Alps-Lies-Italy" theme.

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Fourth Grade Display Showing Art Work

A Method of Selecting National Honor Society Members

MAHLON A. POVENMIRE
Principal, Coshocton High School,
Coshocton, Ohio

THE Coshocton High School Council of the National Honor Society has worked out a plan for the selection of members in which the students themselves participate and which includes ratings from a flexible activity point system for the determination of the leadership ranking.

The need for a different plan was expressed by members of the council at the beginning of last school year. It was felt that if some plan were set up which would be more objective, the result would be an improvement. Therefore, inquiries were made of several schools having chapters and of the national office of the society. The plan that was worked out was evolved largely from suggestions offered by the handbook sent from the national office.

Briefly, the plan is as follows. Since only the pupils in the upper third of the class in scholastic rankings are eligible to be considered for membership, these pupils are ranked for scholarship in numerical order according to the average of their grades during the first seven semesters. Thus, the pupil with the highest average is number 1, the second highest, number 2, etc.

The eligible pupils are ranked for leadership in numerical order according to the number of activity points they have earned during the first seven semesters. These points are given for participation in athletics, music, dramatics, debate, clubs, news broadcasts, annual staff, library assistantships, scholarship contests, and class offices.

This system has been set up on a flexible basis in order to provide the opportunity for recognizing excellence of achievement in activities. The maximum number of points that it is possible for a pupil to earn in each activity is given. This maximum is set for those students who do outstanding work. The sponsor of the activity determines the number of points that a pupil has earned within the range set up in the system. In cases of entirely unsatisfactory achievement a zero may be given for the activity.

The service and character rating is based upon a combined pupil-teacher ranking of the eligible pupils. The eligible pupils and the teachers are each given a ballot which has the names of the eligible pupils listed in alphabetical order. They are to rank the names in numerical order, according to their

estimate of the way in which they measure up to the following standards:

Service—

1. Is willing to render service to the school.
2. Contributes ideas which improve the civic life of the school.
3. Shows courteous attitude towards visitors, teachers, and students.
4. Represents the school in interscholastic or interclass competition.
5. Is willing to do committee or staff work.

Character—

1. Meets individual pledges and responsibilities to the school promptly.
2. Demonstrates highest standards of honesty and reliability.
3. Consistently demonstrates desirable qualities of personality (cheerfulness, friendliness, neatness, stability, poise).
4. Co-operates by complying with school regulations.
5. Exerts type of leadership which directly influences others for good.

The ballots of the pupils are collected and a composite ranking made for each eligible pupil. The same thing is done with the ballots of the teachers. The average of the two rankings represents the pupil's rank in service and character. It counts one-third of his total score.

The total ranking is found by counting the scholarship ranking as one-third, the leadership as one-third, and the average of the pupil-teacher ratings on service and character as one-third. For example, if John Doe is 8th in scholarship, 6th in leadership, is ranged 9th by the pupils, and 10th by the teachers, his score would be 8 plus 6 plus 9½ (an average of 9 and 10) for a total of 23½. Pupils are then ranked in numerical order according to these total scores, the low scores first. Those in the highest fifteen per cent of the class are then declared members of the National Honor Society.

The council was very much interested in seeing how the pupils would react to the plan. An activity handbook incorporating it was given to each pupil several weeks before the selections were made. Thus, it was not a surprise to the pupils who were in the upper third of the class in scholastic ranking when they were called into a room and given a list of names of their own group on a ballot. Since

there were 150 students in the senior class, there were fifty in this group. Fifteen per cent of the total class, or twenty-two students, were to be elected. Therefore, each pupil was asked to rate twenty-two names on the list from one to twenty-two, according to the method discussed before, omitting his own name. The pupils took this responsibility quite seriously and even though they had forty-five minutes, several expressed the opinion that the time was not sufficient.

There was a positive correlation of .88 between the ratings made by the faculty and those by the students. This was judged very satisfactory by the council. The ratings were exactly the same with reference to four pupils. There was a difference of one in six cases, and of two in ten cases. There was a difference of five or less between the ratings of the students and teachers with reference to thirty of the pupils, and in only six cases did the respective combined estimates differ more than ten.

The advantages of the plan are that it is at least partially objective, makes unnecessary a discussion of student personalities in committee meetings, incorporates the pupil rating of themselves without over-emphasis, and is not difficult to summarize. In fact, no more time was spent by the council this year than in previous years in making the selections, and there was considerable less expenditure of nervous energy.

Let's Hear From the Alumni

HARVEY B. GROCOCK
Bristol, Connecticut

School newspapers and magazines fail to utilize an invaluable source of special feature material if they do not frequently print articles solicited from recent graduates who have either gone away to college or joined the ranks of breadwinners.

From the former group it is desirable to obtain pertinent information on fraternity and sorority life, opportunities for self-help, courses of study, and so forth. The latter group can give up-to-the-minute facts on working conditions, necessary educational preparation, duties and methods of work, et cetera. A well planned series of articles on such topics not only interests the pupils but also provides them with much needed information of a practical sort, and in accomplishing these aims it correlates most effectively with the objectives of modern educational and vocational guidance.

Such material is of interest, not only because the readers usually know the contrib-

utors personally and are eager to hear of their latest experiences, but also because the pupils, especially the seniors, realize that they themselves will soon be facing the same or similar situations. These articles give them practical information on imminent problems, and they do it in a singularly effective way because there is no barrier of age or position between the writer and the reader. A common bond makes it easy for the one to present and the other to assimilate a definite point of view. On the other hand, if the same information is given by the principal or a member of the faculty, the reaction of the pupil is almost inevitably colored by a suspicion that his superiors are taking one more opportunity to preach to him.

Naturally, the faculty advisor of the school paper feels that it is especially appropriate to use material written by his former staff members, but obviously he is not limited to that source exclusively. Any graduate whose career is of interest and practical value to the student body is a good prospective contributor—if he can write in a clear, vivid style. Incidentally, the alumni nearly always co-operate promptly and enthusiastically, particularly the more recent graduates.

The entire program must be carefully planned to achieve a proper balance and coherence—a task which inevitably falls on the shoulders of the faculty advisor. Since the articles have to be solicited, there is a considerable amount of contact work to be carried on by mail and telephone. An efficient way of handling this problem is to establish a separate department with one staff member in charge of all details under the direct supervision of the advisor.

In addition to its journalistic and educative values, this plan helps with the solving of two other problems of significance to the modern educator. It obviously does its bit in retaining the interest of the alumni in the welfare and development of the school. It also offers one more way by which the school can keep in touch with its graduates in a really personal manner.

I would like to suggest that out of the storm and stress of the past few years a new American philosophy is emerging in which there is a lessening emphasis on the material aspects of our civilization and a heightening of emphasis on the intellectual and the spiritual.—*Dr. Charles E. Friley.*

What men want is not talent, it is purpose; in other words, not the power to achieve, but the will to labor. I believe that labor judiciously and continuously applied becomes genius.—*Balwer.*

The Citation Roll

WILLIAM O. FORMAN
Supervising Principal,
New Salem, Pennsylvania

IT IS not uncommon to find in our public schools some kind of a roll on which are placed the names of pupils who have made the highest grades or marks in subject matter fields. The idea may be the result of a belief or tradition that such a plan will act as an incentive to stimulate others to get high marks also. As far as the pupil is concerned, high marks and an athletic letter seem to be all that is worth striving for if he is to judge from the glorification of these things alone.

The academic field by itself is not a fair field in which to achieve distinction for all pupils. These young learners know all too well their shortcomings as judged by academic standards, and many know also it is foolish to think that success in this class is even possible for them. Educators know that individual differences make success impossible for all in any one field. It would seem that it is the use, and not the device itself, that is harmful.

Looking at the matter of an "honor" roll, for example, so often has such a single standard worked its way into the educational ideas of a community, that it would cause considerable of an upheaval in family and community life if it were removed. Additions may be made, but subtractions are filled with dynamite. For example, here is a family that pays a certain amount of money to the child for every grade of "A" made. Remove this possible source of income for the child and the satisfactions of parents for a possible incentive to success, and social readjustments are needed.

Education along the line to be suggested should help to improve the situation. The newer point of view in education seems to have a better solution, when it says that every activity to be worth-while must carry its own reward.

What we know about individual differences leads us to believe that with the proper use of the "honor" roll we must still keep some form of academic approvals, but not to the exclusion of doing something for the other 90 per cent of the students. Surely so overwhelming a majority is deserving of a large consideration and a place "in the sun." There is nothing wrong about finding out which students make the highest grades, who are so fortunate as to be academically minded. On the contrary, it is the school's duty to find these persons and to help guide them educationally and vocationally.

But the foregoing discussion leads us to conclude that there should be a "roll" large enough and broad enough to take in the entire school. Its chief function should be to assist in the guidance program of the school, without any thought of glorification. Such a roll must not single out certain phases of activity. It must help to awaken, discover, and recognize all special abilities. More than this, the modern school must use some concrete means to define and to encourage the growth of desirable social traits from the first grade up, if pupils are to be happy and successful. Some plan must be worked out that is democratic and fair, that recognizes the principle of individual differences, and that will substitute success for a sense of failure. The theory of approvals is basically sound, for it stimulates and encourages all pupils. On this theory and the foregoing desirable features, the Citation Roll came into existence as a part of the guidance program.

While the idea contained in the "honor" rolls sought to emphasize the likeness of pupils, the citation roll, in keeping with a modern trend, seeks to emphasize the differences of pupils. It is so broad and comprehensive in its scope that it can be made a powerful agency to build character and to set higher standards of scholarship, as well as higher standards of conduct and behavior. It is not a roll in the sense that it necessarily needs to be published.

How would a school begin to use the citation roll? Some schools are already using it in part by means of the "honor" roll. Simply extend the recognition to include traits of pupils through some act or example that is objective. In one school, after only a few weeks, twenty-eight different traits were observed and the roll increased 600 per cent. For example, here are some of the qualities named:

ability in music	leadership
ability in art	reporting
neat workmanship	housekeeping
earnest workmanship	painting
courtesy	research ability
cheerfulness	dramatic ability
enthusiasm	song leadership
orderliness	self confidence

The citation roll is posted in the room, so that the example and the act may be associated together. It is needless to say how valuable such records are for a complete pupil

accounting system. Pupils, parents, and citizens may join in giving citations.

Several years experience with the citation roll shows that pupils will grow in the direction which such a plan offers. For instance, from recent records in a school of 1,400 students, 645 were cited for some particular quality, 273 were boys. Many had several different qualities, so that the total number of qualities for the school was 1,352 for one report period, and for a corresponding period it had increased to 1,726, close to 30 per cent increase. It is an interesting fact that over this same period of time a new report card provided a method of measuring the loss of undesirable traits of character in this same school. This loss was 26 per cent, almost the same as the gain in desirable traits. It would seem that an equal substitution had taken place and the school had grown in the right direction.

Teaching pupils how to study has always been a desirable objective of the school. Lack of this ability has been frequently pointed out among high school students and college persons. No doubt study technique and work habits have not been definitely taught in the haste to teach subject matter. The citation can be used in this connection to secure better study habits. To show how this was done, it was necessary first to set up proper teaching methods.

With a group-study plan properly organized and administered, independent work habits and study habits were found possible and encouraged. In the school referred to above, so much emphasis had been put on this study outcome of school work that it was not surprising to find that the leading trait cited among those 1,352 was that of independent study habits; the number of pupils so listed was 148. Other leading traits were courtesy, 118 times; co-operation, 115, etc. There were 143 different items listed among the 1,352.

After a conference between an officer of a patrol and the captain, the officer confessed that he had not followed regulations laid down by the group. A little later another officer came in and of his own choice gave up his insignia, saying he, too, was guilty, and that he wanted his school to have good officers. This latter boy was given a citation for the act. Is recognition of such an act as important as that of high marks? When a parent says, "Fred, I would rather see you bring home such a report as that than all the other marks," there must be some merit in the plan.

Perhaps the most important contribution that the citation roll makes is the way it defines a situation or a trait of character. It is by example, not by precept. How often

things are too subtle to define by words! The field is fair to all and provides a plan by which the school may grow. It is not something to be broadcast, glorified, and published to the world—that those whose names are inscribed have reached immortal fame. Such a use would defeat its purpose at the beginning. Rather, it is a device by which to define and to encourage the growth of desirable qualities educationally, socially, morally, and vocationally and to foster the growth of the folkways, the mores of the school and life outside the school.

Here is a girl in her early teens, acting as a mother to three smaller sisters, rising early in the morning, planning and cooking the meals, getting the younger ones off to school and accepting home duties. Is she not deserving of a place on the roll? Here is another who can plan and cook a meal as well as can an adult, but her academic ability is below the usual junior high school ability. Or a boy who rises at 4 a.m.—but why should the list be continued?

If the school years of the child are to be made more interesting so that the conditions for the learning process may improve, then the citation roll offers one place where all may achieve some degree of satisfaction, a bond of common understanding, and a feeling of success.

"Above all else, the schools (of the future) will aim to build character. The rising generation will be taught to be honest, generous, courageous, friendly, and considerate; to believe in, and to have the habit of, working hard, and to be accurate and responsible. They will know the duties as well as the privileges of citizenship in a democracy—they will have some understanding of government, local, state, and federal, and of their part in it."—Ben G. Graham, *Superintendent of Schools, Pittsburgh, Pennsylvania, and President-Elect of the American Association of School Administrators.*

The lecture method is usually an insult to the intelligence of the high school student, as the teacher develops only the material in the text, which the student can easily read and comprehend himself.—G. C. Elliott.

"There is something new in the world today, something out of which a new and finer world can be built—and it is civilized leisure."—Dr. Harry A. Overstreet.

The biggest, most important thing we have in the United States is the business of governing ourselves.—Harold Coldwell, Lieutenant, U. S. Navy.

High School Contests Should Be Free to the Public

IN JULY, 1937, the New York State Board of Regents accepted the report of one of its committees recommending that athletic sports be placed on the same footing with other academic subjects. This is a definite step in the right direction and is an indication of the trend of athletics and sports in the school curriculum. The Empire State has taken the lead which other states will no doubt soon follow. Why shouldn't this thing come to pass, and why shouldn't all high school athletics be offered to the general public without a charge for admission?

The school can succeed only in proportion to its service and co-operation with the public. When it desires something materially, it has to depend upon the will and judgment of the community to grant the request. Public education recognizes its responsibility to serve the community, and is bending every effort to achieve this goal. Regular visiting days for parents are scheduled, and they are urged to visit the school to see just what is being done. The movement of inviting parents to return to classes (often called "back to school night," where the parents attend the classes of their children, or a schedule made up for them) has proved popular. It shows that people are interested in their schools, and the schools are interested in the people of the community.

It would be ridiculous to charge an interested citizen a fee to visit the school, and it is likewise absurd to charge a citizen a fee to watch the athletic school teams perform. If the athletic program has a contribution to general education, it should be free to the public the same as the classroom, and it should be financed the same as the other departments of the school. Why should an athletic department finance its own program? Whether it be a good or bad athletic financial set-up, it seems that no one department of a school program should be isolated to finance itself.

School athletic teams are often the athletic representatives of the community, and should be financed by the whole community. Individuals interested in high school athletics should not be compelled to pay for this interest in their school teams. It is doubtful whether it would be necessary to build larger stadiums or gymnasiums to handle increased crowds. The adoption of this free athletic policy might bring about more facilities for

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administering physical education programs to be enjoyed by a greater number of school students and people of the community. It is a duty of physical education to increase its activity program among all age groups whenever possible. We need more participation in sports and greater public facilities to administer programs for the people of the community. "We need more athletics, not less," are the words of Dr. George B. Cutten of Colgate University.

High school athletic programs dependent upon the finances from athletic associations of the school are not sound for these reasons: first, the source of income fluctuates each year; second, the amount of income is dependent to a great extent upon the success of the school teams, the weather, and the economic condition of the community; and lastly, the program develops an unwholesome attitude among the athletic director, the coaches, the players of the teams, and the student body. Let us consider these angles a little more in detail.

We know most high school athletic associations are made solvent from the monies received from gate receipts. Revenue received from the sale of student athletic association memberships (name varies in different high schools) is not sufficient to carry the financial burden of the athletic program. The deficit is accumulated from the gate receipts collected at all home games. We know that the total amount of gate receipts is in proportion to the winning of the team. If the high school possesses a winning team, it will be well patronized, for the public always supports a winning team. By the same token, if the team is a losing one, it matters little about any of the other virtues that the team may exhibit; it will not be supported by the fans. The high school athletic program is dependent upon the "win" complex.

If this economic problem were the only condemning factor of the present system of financial high school athletics, we might endure it, but let us consider briefly the more remote influences—influences, however, that are unwholesome and effect directly the stu-

dent body, the player participants, the coaches of the various sports, and the athletic directors who are held responsible for supervising the program in physical education and athletics.

The athletic director's task of budgeting the funds anticipated during a school year against those which he will actually receive, is in itself a problem. It is his duty to equip adequately the various athletic teams, pay officials, engage safe transportation, and take care of all the necessary expenses connected with high school athletics. What do you think happens when the anticipated revenue is inadequate to meet the needs of the program? Several answers may be applied to the situation, namely: the money is borrowed from the board of education; the bills are not paid until the following school year; the sports program is curtailed because of lack of funds; the team is transported in private cars, or the team's equipment order is cut. The selection of any of these possible solutions is not solving the real problem permanently. Of course, during the good years of financial backing the team's needs are well cared for, and some schools may be wise enough to build up a surplus. This is the exception, however, and not the rule among the high schools.

When admission is paid to see high school boys play sports, it often builds up unwholesome attitudes. When boys make these remarks—"Who makes all the money for the athletic association?" or "Why shouldn't the school award us sweaters, gold pins or some other personal reward for our service?" we might ask ourselves if athletics really makes a character contribution to education. Maybe a school should do all these things for the boys who really earn the money to finance the sports, but it seems fair to say that boys play because they like sports. If they do not want to play and earn the money for the school athletic association, it would be easy to dispense with athletics, and there would be no problem. When boys realize that money is paid to see them play, they immediately feel that an injustice is done if they do not realize something personally for their service. This same spirit is manifested in college sports today. The college athletes are demanding pay for their services, and many people think they should get it. If a college can build a stadium and pay fabulous salaries to coaches, the boys who make this all possible are deserving of something more than the privilege of paying their way through college in order to study there. The evil of being paid to play can directly be traced to the high school level, where the seeds of professionalism are planted in the embryonic athletes. Perhaps the high schools could be of greater service to the college if their sports

were not conducted on a commercial plan, but rather on an amateur plan in which no money is paid to see their games.

A Motion Picture Commencement

Claymont Special District Public High School, Claymont, Delaware

Our "Class of 1929" was the first one to be graduated from our high school. From the beginning, our commencements have been made up of performances of the graduates. We missed by a few years the age of the flowery oratory of imported speakers.

Our graduates have furnished the commencement program—but not with formal speeches on profound and abstract subjects, about which they knew little and cared less. Their numbers were the outgrowth of some of their interests pursued in high school.

But the so-called "vitalized commencement" itself became somewhat tiresome. There was a need for something "different." With that need in mind, this year we are trying an innovation—motion pictures.

For his contribution to this year's commencement program, each senior has chosen an activity in which he has been most interested or in which he has been most successful. After making his choice he prepared a scenario script—all this, of course, with faculty advice and guidance. Next he practiced the action for the demonstration to be photographed—hoping to avoid the necessity of "re-takes" and their waste of time and film.

Besides the individual showing, for which each graduate is allowed twenty feet of film, demonstrations of group interests and activities will be shown. Each of these, of course, represents a group project in scenario writing. It happens that our superintendent, H. E. Stahl, has had experience in taking movies. His ability and judgment make our set-up complete.

We do not know of an instance in which our type of program has been used before. Perhaps other schools feeling a need for getting away from a stereotyped form of commencement program will be interested in trying a similar experiment.

Careful attention to one thing often proves superior to genius and art.—*Cicero*.

Experience is a dead loss if you can't sell it for more than it costs.

'The Voice of Washington Junior'

WITH the above motto, *Radiolites*, a service club, was organized in the fall of 1938 with a dual purpose: to make fuller use of the school broadcasting system and to train junior high school pupils in radio technique. In other words the purpose was, and is, to provide two kinds of service—that to the school and that to the individual. Not unforeseen by-products have been, or will be, the production of radio plays, a motivated course in diction, and encouragement toward expression of backward personalities, perhaps otherwise in a large school intimidated and lost.

Our idea of service to the school originated in the following manner. For some years Washington Junior High School has had a

LOUIS TRAVERS

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important suggestions or instructions is diffused. Furthermore, students broadcasting occasionally were not always satisfactory, being inexperienced; some had poor pronunciation, some, poor voices or monotonous delivery. A further danger was the unintended creation of "star" announcers whose monopoly confined microphone experience to those who needed it least.

During its first semester of existence, *Radiolites* met on Thursdays after school, but in conformity with the school policy of placing activities within the daily session, meetings are now held the first period on Fridays. Although this arrangement has the drawback of possibly excluding some worth-while members because of program difficulties, it has the advantage of inviting to membership non-aggressive pupils who would not volunteer but who will benefit from the social and speech training offered. In other words, a less select and less easily trained group results; but a work is attempted more in keeping with the democratic guidance aims of the junior high school.

Radiolites operates in the following manner. At each meeting the usual, but simplified, parliamentary order is followed, with the president presiding, and the secretary taking minutes. The first and very important task is the assigning of an announcer for each day of the following week. Names are chosen alphabetically and the list is immediately posted in the office near the *Radiolites'* mail box. A "checker" is also selected, whose duty for the week is to ascertain each morning that the announcer of the day is present and on the job. The checker is a student of known dependability and perfect attendance, usually a volunteer. The remainder of the hour is spent in rehearsing the prospective announcers with a dummy "mike"; in criticism of voice, enunciation, pronunciation and expression; and in discussion or planning of any play or program that may be under way.

Each morning of the following week the appointed announcer (or the checker in case of absence) goes to the office, collects the announcements for the day, proceeds to the control room and broadcasts. Announcements may embrace anything from important rehearsals and publicity for various affairs to requests for lost books. A bright green box



A Morning Broadcast

complete radio system, with loudspeakers in every room and microphones in the principal's office and in the electricity shop. Daily announcements came from these microphones at 8:20 in the morning and occasionally at afternoon dismissal. The principal and the electricity instructor, club advisors and some students (club representatives) had been the announcers.

But this haphazard arrangement had been unsatisfactory from several standpoints. At 8:20 students are in their home rooms, preparing to pass to the day's classes at 8:30. Teachers are busy writing absence and library slips and recording attendance. It is difficult for them to leave the room at such a time to broadcast or to see that a student does so. If the principal announces everything from meetings to lost mittens, attention to his really

with "Radiolites" in orange letters is the depository for the announcements, which are written on mimeographed slips distributed to the teachers and available in the office. The slips have space for the announcement, a line for a sponsor's signature, and a line for the date or dates the message is to be broadcast. Announcers are trained particularly to observe the date lines so that errors in meeting times will not occur.

Perhaps the most remarkable and praiseworthy characteristic shown by these thirteen and fourteen year old pupils is their dependability. Only once or twice in a semester of day-by-day broadcasting will someone forget his obligation. And when he does, he is the target for censure from persons his own age. The student realizes that the announcements are important and must be given on the day for which they are designated; he also realizes his name is posted in the office and that responsibility cannot be evaded. Members are, of course, eligible to receive points toward the school letter for meritorious activity.

Radiolites are not, of course, the exclusive broadcasters of the school. Any teacher or properly appointed student may do his own announcing. But Radiolites stands ready with its two-fold service which offers to the school trained, dependable announcers and to members, education in diction and poise.

Clubs?

JOHN EDGAR CASWELL

Assistant in Education, University of Michigan, Ann Arbor, Michigan

In his book, *Creative Group Education*, Slavson says, "It is believed that club programs ought to represent the true interests of the members more fully than they do; should have more worth-while content; be built around spontaneous activity and inquiry interests, and lead to some vital and important results in the lives of the members." Whether he refers to adult, children's, athletic, or school clubs, is not mentioned.

There are many who believe with Charles Leonard, NYA Supervisor of After School Recreation in Rochester, New York, that "... clubs supplement the work of the classroom in attempting to teach the child the fundamentals of sportsmanship, group discipline, and parliamentary procedure through a program of recreation, thereby making the retention of these principles thorough because the learning of them has been so enjoyable."

A number of educators (administrators) throughout the country will tell us that without clubs the schools lack something very

vital (the vitalized curriculum). But is this the feeling of the classroom teachers—those who actually conduct the clubs?

Most sponsors are assigned to have a club during the club period. Many times the teachers are asked (told) to sponsor clubs about which they know absolutely nothing, and furthermore since it is an assignment, there is absolutely no interest in broadening the experience to cover that particular line of experience. Nevertheless, one day a week the clubs must be met for one period varying from forty-five minutes to one hour.

A few years ago in one large junior high school a young lady teacher of English (and an excellent one) was asked to sponsor a "model airplane" club. At the very first meeting she told the boys, all of whom were ninth grade boys, that she knew nothing whatsoever about airplanes, less about models, but if they wanted the club she would meet with them so that they might carry on their building activities. The club continued to meet, needless to say. Did that teacher have any trouble with a single member of that club, and she had some "prize scholars" in it? Never! The models which were turned out were elegant ones, too. It happens, too, that there was in our school a shop man who did not have a club at all.

In the very next room the teacher, also an English teacher, not so young, however, had a club which was one of her own choosing. The club period was spent many times in stressing the deficiencies of that group's English work, and it really became an extra class period. Can this be called a club period? Other samples of this nature might be mentioned.

It would be safe to say that more than sixty per cent of the classroom teachers *loathe* the club period. If this group had their way about it, the period would either be discarded entirely, or added as a regular class period. The clubs do not "represent the true interests of the members," or the teachers. Of course, club supporters will defend that point in the fact that the school program is for the children, not the teachers. Yet how many teachers teach regular classes in which they have little interest? Why should not this same procedure be carried over into club sponsorship?

Clubs are worth-while to the extent that the needs (interests) of small, like-minded groups do supplement the work of the classroom, under interested sponsors. Whether the retention of material covered in clubs is more thorough opens a problem for wide discussion. It would seem that as in most educative processes the learning speed and the retention ability is almost directly proportional to the felt needs (interests) of the groups.

A Fishing Club Program

WILLIAM A. FITZGERALD

*George Peabody College for Teachers,
Nashville, Tennessee*

HERE is the basis for a fishing club:

Aim: To broaden the student's interest in fishing by enabling him to become better acquainted with fish and to recognize the value of fish as one of our natural resources. To acquire knowledge and skill in the art of fishing.

Those eligible: Any pupil wishing to make fishing his hobby.

Meeting: Once each week for thirty minutes. Occasional outing and fishing trips.

Procedure: Group discussions; reports by individuals and by committees. Talks by persons outside the school. Visits to hatcheries, pet shops, and aquariums. Fishing trips as a group and as individuals.

Sources of material: Encyclopedia, reference books, books on natural history; biology, geology, sporting magazines, National Geographic Magazine, books, and sporting column in newspaper; U. S. Bureau of Fisheries, fish markets, sporting goods dealers, railroads, and mountain resort booklets.

It is not to be expected that these subjects will be used in the order given here. It will be necessary to vary them to suit local conditions.

The club members must understand that it is not possible to go fishing during the meeting period. The work done in the club should make them eager to avail themselves of opportunities to fish outside of school hours. The club work should enable them to fish more intelligently and with more satisfactory results than they have perhaps experienced in the past.

1. **FIRST MEETING.** Statement of the aim of the club. Understanding of the limitations imposed by the school program and suggestion of the possible pleasure and profit. Parliamentary procedure. Get acquainted. Each member introduce himself and state his fishing experience. By this is meant: where he has fished, what he has caught, when he goes fishing. Ask each member to write out in detail the extent of his fishing activities and bring to the next meeting.

2. Talk by representatives of the State Department of Fish and Game. Invite discussion and questions from the club members. Collect the records of each member's fishing experience.

3. **Organization.** What officers are needed? President, vice president, secretary, treasurer, committees. Discussion of duties and qualifications. Election. Turn the records and roll of club members over to the secretary.

4. Make a list of all fish known to the

members. Divide the list among the members and ask that they bring to next club meeting the following: picture of the fish; its size, color, characteristics, and habitat; probable methods of catching. Report to be written and filed with secretary. A folder or large envelope should be prepared to receive material about each fish.

5. Reports on fish known to club members. Appoint a committee to visit all fish markets to see what fish are available for table use. Get information about these fish.

6. Report of committee visiting the fish markets.

7. Fishing in your own state. Get a map of the state. Trace it showing towns and rivers and highways. Visit the state department, sporting goods dealers, bait dealers. Find the location of fishing streams and of lakes and secure all available information about them. The location and name are to be marked on the map and complete information filed with the secretary as property of the club and for use by all members. This project will necessarily continue and additional fishing places will be added to the map as fast as the information is secured.

8. Bait. Each member takes a list of all fish known to be in local streams and ponds and brings in a report on the bait most likely to be attractive to each. These reports should be compiled and recorded. Where can bait be secured?

9. The anatomy of a fish. Information can be secured from encyclopedia and other references. Each member may report on a different topic.

10. Different ways of catching fish. Fishing by prehistoric man. Fishing for the market.

11. Fish stories. Each member brings in a "fish story." He reads it and defends it if the club members see fit to question it. These stories may be mimeographed and distributed to the school or offered to the school paper.

12. The life of the deep sea fisherman. Write letters to Department of Agriculture, Bureau of Fisheries, and fish dealers advertising in magazines. Try to find someone who has seen these fishermen and can tell the club about them.

13. Packing and shipping fish to the market.

14. Oyster industry in the United States.

15. Fishing tackle. Bring a representative from sporting goods dealer to talk. Ask him to bring tackle to show the club members.

16. Bait and how to use it.
17. Mounting the Fish. Bring a taxidermist to the meeting to talk.
18. Fishing boats. Search magazines for advertisements and catalogs.
19. Outboard motors. Ask local dealers to talk to the club.
20. Fly fishing. Demonstrate proper methods of handling fly rod. Let the members bring their fly rods and play with them. If possible have some skillful fisherman help them.
21. Florida fishing. Write for folders, catalogs, railroad bulletins. Divide the club into committees. Let each committee plan a fishing trip to some place in Florida. Work out all details (except the number of fish caught). Railroad fare to destination; meals, hotel, boat and guide, bait, tackle. Fish likely to be caught. Names of rivers and lakes to be visited.
22. Silver Springs, Florida. Write Silver Springs for information.
23. Fishing at Reelfoot Lake.
24. Fish for the table. Talk by someone from home economics department on preparation of fish for table.
25. Boating terminology. See *Sports Afield*, February, 1936, pages 46-48.
26. Fishing in Canada.
27. Turtles. Bring someone from biology department to talk about turtles.
28. Find someone who has fished in the Gulf or Ocean and ask him to talk

PROPOSED ASSEMBLY PROGRAM

to be presented by *The Fishing Club*
Thirty Minutes Required

It is suggested that this program will have grown out of the activities of the Fishing Club. There has been no attempt to indicate any parts or lines to be taken by any individual. The details of the cast and conversation will be prepared by the members of the club. Suggested topics are given here.

The purpose of this program is to provide a bit of information and entertainment, and every effort should be made to make the scenes effective. Camping equipment may be borrowed from club members and sporting goods dealers. For the person who believes in integration of all departments of the school the following contacts are suggested:

Dramatic Arts: The stage effects, the voices, the spoken lines, the scenery.

Home Economics: The costumes, the camp kitchen.

English: The spoken lines, suitable language.

History and Geography: The verification of the historical items mentioned, the prominent men mentioned in the conversation, local points of interest mentioned.

Physical Education and Industrial Education: Bow and arrow, spear, stage equipment, electrical effects.

Music: Suitable music and sound effects.

Biology: Information about fish, night noises.

Mathematics: Length and weight of fish mentioned in "fish stories."

PROGRAM

Fisherman's Prayer:

"Grant to me to catch a fish
 So big that even I
 In talking of him to my friends
 May never need to lie."

Curtain rises on campfire scene after dark, tent, canoe paddles and other equipment, fishermen sitting around the fire. Music suggesting running water, owls, frogs, night noises. A moon if possible.

Conversation topic: How did prehistoric man catch fish? The use of a spear made by sharpening a stick by burning it in the fire. Standing by a pool of water waiting for an opportunity to spear a fish.

At this point music starts and a spotlight is thrown on the side of the stage showing a club member representing prehistoric man with his primitive spear waiting to spear a fish. Spotlight is on for only a second.

Conversation resumed: Man later learned the use of the bow and arrow. A cord was tied to the arrow to prevent its loss and to enable the fisherman to secure the fish after it had been shot.

Music and spotlight on a man with bow and arrow, in the act of shooting a fish.

Conversation resumed: The development of the fish spear, fish hook, and net. The change of attention from spearing or trapping the fish to the use of bait.

Music and spotlight on barefoot boy with can of worms, straw hat, crooked pole, string of fish.

Conversation resumed: The first fisherman needed the fish for food. The angler is interested in the sport of luring the fish from the water and in finding its particular taste in insect or bug. Why do we go fishing? Is it for food or for sport? Quote President Roosevelt, Zane Grey, Luther Burbank, Henry Ford, or others.

Music and spotlight on fly fisherman, boots, creel, fly rod. If there is enough room have him casting.

Conversation resumed: Where to fish. Each one tells of some place near the school, how to get there, what fish may be caught. Fish stories: Several good "fish stories." Time to turn in. Crawl into tent, lie down or roll up in blankets.

Music, fire dies down.

Owl, bull frog, night noises.

Debating for Truth, Not Decisions

ARGUMENTATION is the endeavor to make others accept our own conclusions" is the opening statement in a study of argumentation and debate, and certainly it is a good definition of what we usually think of as argumentation. But it is a matter of opinion whether or not an argument is worthwhile under any circumstances. Certainly a modern salesman does not sell his goods by argument. Argument is psychologically wrong, and as an educational device wasteful of time. In the world of today things should be proved scientifically not oratorically, for eloquent words may as easily lead one to falsehood as to truth.

We cannot describe a procedure for conducting debate until we find a justification for the activity and decide just what it is we are trying to do. The traditional type of debate is today unsatisfactory, although it may be useful to us as a point of departure because people in the modern world do not so much debate as consider. The true scientist never debates at all; he weighs evidence. The desire to obtain this evidence may be a powerful incentive to study or research; and if debate may be made to arouse this desire, then we have something very useful indeed. Suppose we make our definition: argumentation is motivation for study.

The traditional debate is conducted backwards. Students accept an affirmative or negative position and then search for material to justify that position; whereas, logically they should search for material first and then make a decision. Evidence comes before conviction. An objection may be made that we must have affirmative and negative sides to have a debate. So we must in that formal practice of oral expression known as debate; but why need the choice of sides be made before the contestants know what they are advocating?

One of the most perplexing problems of today is the situation in Palestine. Let us note that the British do not debate the matter in Parliament in an effort to settle the issue by oratory. Instead a commission goes to Palestine and collects information from all sources—Jewish, Arabian, and British. The commission makes a suggestion, but there is no proposition, "Resolved that Palestine should be divided into three parts." The original suggestion may be acted upon, altered, or put aside; future evidence may cause a compromise. In the traditional debate an original proposition is almost sacred.

The traditional debate has been of doubt-

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Sewickley, Pennsylvania

ful value for a number of reasons. Teachers have written debates and had pupils memorize them. Judges have given prizes on the basis of delivery, with the result that many students—and indeed many adults—confuse oratorical effect and cleverness with sound reasoning. To the extent that teachers of debate have contributed to such misconceptions they have done a mis-service to education. Nor is the situation helped any by principals who insist that debate teams win in competition with other schools and thus glorify alma mater.

To make the debate worth-while both as a means of training in oral expression and as a method of encouraging a method of thinking things through to a conclusion, we might consider the following ideas:

1. The object of debate is not to prove or disprove a given proposition, but to bring to light the true facts about a proposition.
2. The proposition itself is not too sacred to be compromised.
3. Efficient delivery is essential, but language and oratorical effect must not be confused with fact nor used to conceal falsehood.
4. The debater should not make final decisions until all evidence is presented and weighed.
5. Debaters should not be judged to have won or lost a debate.

In short, it is logical to suppose that we may conduct the debate scientifically; along the same lines that chemists and biologists consider a problem. Debates usually are concerned with political, economic, and other affairs that in the present are decided too often on the basis of prejudice and emotion. If a nation is ever to form the habit of considering its problems objectively the beginning must be made in the schools.

A debate starts with a proposition, thus: "Resolved that Palestine should be divided in three ways, one part to the Jews, one part to the Arabs, and one part to the mandate nation." Imagine a chemist starting an investigation in this manner: "Resolved that vitamin A is to be found in carrots." The chemist is wiser than that, and so, too, was Parliament in considering the problem of Palestine.

The correct proposition for Palestine was: "What is the best thing to be done with Palestine?" and for the chemist, "Where can

vitamin A be found?" The traditional proposition forms are conclusions made after evidence. They come at the end, not at the beginning, of a debate.

The statement which is the occasion for a debate could be made a stimulus for full investigation instead of a proposition to be supported. Thus:

Traditional — Resolved that the United States should enter the League of Nations.

Suggested—What would joining the League of Nations mean to the United States? (The question might be limited to any extent desirable—"Would joining the League of Nations help us to keep out of war?")

With the proposition stated in the manner suggested, evidence should be gathered in the ordinary manner with this exception, that the investigator has not yet formed a conclusion and is not looking for points to bolster his side of the argument. In fact, he has no argument as yet. He should follow the ideal of rejecting assertion as fact. He should be taught to reject the false methods and procedures used by the old philosophers, on which much of the traditional debate is based. The syllogism must be handled carefully, and should best not be used at all. Generalizations must be perfect or not used. Reasoning from analogy must not be presented as definite proof. Facts must be made the true basis of the investigation.

The purpose of refutation remains the same, but the manner and the place of its use do not. In the traditional debate the speaker attacks his opponents' argument by (1) attacking his opponents' authorities, (2) attacking his opponents' reasoning. Here, too, refutation has been misapplied. The rational thinker investigates his own authorities and critically analyzes his own reasoning, and we would have him do this.

In the traditional debate the debater has been taught to attempt to persuade other people by the force of his argument. This will be done as long as there are two sides to a question and men take sides. But appeals to emotion must be strictly governed, and appeals to prejudice outlawed completely.

The form of the brief may remain as it is, although some changes may be made in stating evidence. There will be an introduction, a discussion, and a summary (the summary replacing the conclusion). In presenting evidence a less dogmatic and more factual statement of evidence will be made, as illustrated:

Traditional:

1. The Cancellation of War Debts is wrong in principle, for

A. It is unfair to the American people.

Suggested:

1. The Cancellation of War Debts would mean

A. That billions of dollars subscribed by Americans would not be repaid (fact).

1. Certain Americans think it unfair because (fact)

2. Certain Americans think it fair because (fact)

3. Certain Americans hold that question of fairness or unfairness is beside point because debtor nations haven't enough gold to pay debts (fact).

In short, the evidence will be presented in such a manner as to indicate that the speaker is attempting to get to the truth of a matter, all things considered. It has been suggested that refutation should be mainly applied to the speaker's own authorities and reasoning, but the errors in others' reasoning may be pointed out in the discussion.

PROCEDURE IN DEBATE

1. Debaters are chosen and a subject for discussion is given.

2. The students study the subject. The instructor may point out available sources of information.

3. The instructor may discuss the organization of a brief, and give individual help in preparing briefs.

4. Speakers will present their findings—any order is acceptable—speakers may draw lots.

Speakers, audience, and instructor will take place of judges.

5. If desired, at the end of the discussion, propositions may be stated, and speakers may take sides.

6. Speakers may ask each other questions, or members of audience may ask speakers questions.

7. Speakers may suggest compromise or entire rewording of the original proposition.

If it is desired that any decisions be reached, speakers, instructors, and audience (if audience is large, 10 people may be selected at random) may determine the following:

1. Speaker making best presentation.

2. Speaker having best organized brief.

3. Speaker using best reasoning.

4. Speaker discussing most convincing point.

5. The side of the argument preferred by the voter (after all evidence has been presented).

If it is thought that selecting ten people from the audience would be cumbersome or unwise, the old method of using three judges might be used. They will, however, vote on five points, not on who won the debate.

If the debate is between two schools (in forensic contests) points might be distributed in this manner:

1. Best presentation—1 point for winner's school

2. Best organization—1 point for winner's school
3. Best language—1 point for winner's school
4. Best point—1 point for winner's school
5. Side preferred—divided

Point 5. Suppose one speaker from school A selects Affirmative and one Negative and the speakers from school B do likewise, while judges vote for Affirmative, the point will be divided $\frac{1}{2}$, $\frac{1}{2}$.

The debate might result in a 3 to 2 score, a $2\frac{1}{2}$ to $2\frac{1}{2}$, a $3\frac{1}{2}$ to $1\frac{1}{2}$, etc., or in extreme cases, 5 to 0, but in most cases both sides will score, which is reasonable.

A Score Card for Home Rooms

MARGARET ROBINSON

Secretary of Student Council, Bedford High School, Bedford, Penna.

In 1936 the Student Council of Bedford High School introduced a score sheet for the purpose of creating greater interest in the school.

At the end of the six-weeks' period, the members of the Council work out the number of points the home rooms receive. Each room in the junior high and each room in the senior high with the highest number of points receives an award. This gives the lower grades an equal chance in the contest.

The use of the score sheet has aroused considerable enthusiasm and interest in Bedford High School. Here it is:

HOME ROOM SCORE CARD

	PTS. SCORE	
A. Average attendance		
1. 95%-100%	5	—
2. 85%-94%	0	—
3. 80%-84%	-2	—
B. Each pupil tardy	-1	—
C. Student participation in activities		
1. Members of competitive music teams	1	—
2. Members of other competitive teams	1	—
3. Members of public dramatic and music presentation cast	1	—
4. Participation in P.T.A.	1	—
5. Student Patrol boys	2	—
D. Quota of tickets, seals sold; attendance at special events during school year		
1. Room with highest number sold . . .	3	—
2. Room with second highest number sold	2	—
3. Room with third highest number sold	1	—
E. Assembly participation		
1. Individual assistance on program . .	1	—
(Excluding music groups)		
F. Scholarship		
1. Each A—3 quality points		

2. Each B—2 quality points		
3. Each C—1 quality point		
4. Each D—0 quality point		
5. Each E—minus 1 quality point		
Grade for section total points divided by number in section		
6. Every member on honor roll	2	—
7. Every member on honor roll (7th and 8th grades only)	4	—
G. Clean school grounds		
1. Home room member displaying careless or untidy attitude on school grounds	-1	—
H. Clean, orderly room		
1. Floors free from paper and other unnecessary refuse	1	—
2. Walls free from unnecessary pencil marks, finger prints	1	—
3. Radiators, univents and window ledges free from dust, paper and refuse	1	—
4. Desks kept in orderly condition, free from paper	1	—
5. Windows closed, shades properly adjusted and lights turned off at close of school day	1	—
6. Home room member displaying untidy attitude or poor judgment in any section of the building	-1	—
I. Varsity squad		
1. Captain of major sport team	2	—
2. Manager of major sport team	1	—
3. Assistant manager of major sport team	1	—
4. Member of major sport team	1	—
J. Honor societies		
1. National Honor Society membership	5	—
2. National Junior Honor Society membership	4	—
3. National Athlete Scholarship Society membership	4	—
K. Violators of student council rules		
1. Running inside and outside of building	-1	—
2. Disorderly conduct anywhere	-1	—
3. Always keep moving	-1	—
4. Walk in groups of two's outside of building	-1	—
5. Use proper steps	-1	—
L. Student participation in government		
1. President of student council	2	—
2. President of athletic association . . .	2	—
3. Vice president of student council . .	1	—
4. Vice president of athletic association	1	—
5. Secretary of student council	1	—
6. Secretary of athletic association . . .	1	—
7. Officer of any club	1	—

A student may have many faults concerning which he may need help, but never a fault upon which he needs lecturing.—*Dan O. Root.*

An English Club for Non-Academic Students

DUE to the great influx of non-academic students who are entering our schools in increasing numbers, educators are continuously being told to revamp their curriculum, marking systems, and methods of instruction. Educators, too, have long since stopped arguing whether or not these students belong in school. The paramount problem today is what is to be done now that they have definitely shown their intention of remaining. Many courageous attempts have been made to assimilate these people. Some schools have tried homogeneous grouping, differentiated assignments, individualized instruction, and various other methods. Regardless of the approach, the fact generally remains that these people cannot keep pace with their academic-minded fellow students.

To merely entertain non-academic students and dismiss them from school without making an honest attempt to impart some worth-while knowledge would be decidedly dishonest. Much material may be presented in an enjoyable way through club activity in the various subjects.

Since many of these people are child-like, they can be approached by camouflaging the subject material to some extent. In an attempt to acquaint them with the proper use of the library, ability to talk properly and write simple, clear, yet concise sentences, use should be made of things with which they are all familiar and at the same time are not too closely associated with the traditional school curriculum. Whatever the choice might be, it is wise to have it definitely removed from the work done by academic students. There is a great distaste for subject material as such. Therefore, vigorous and novel attempts should be made to disguise the material.

With the above in mind, teachers might well make use of numerous articles in life. A study of fruits, animals, or ways of making things is suggested.

This can well be done during the time allotted for an English club. Such activity carried on this way will result in a great deal of concomitant learning. Since the class will not spend too long a period on any one topic of discussion the danger of monotony will be greatly reduced.

It is desirable to use one day a week for such club activity, thus giving the class the remaining four days for research. Each topic should be of sufficient interest to lend itself to a program of a month's duration.

A study of the apple, for example, although

LEO W. JENKINS

High School Teacher, Somerville, N. J.

rather far removed from English, might well be a good initial topic for the consideration of the club. It should also lend itself to a great deal of enjoyment and at the same time be very instructional.

The proverbial apple seems destined to remain with us as part of our culture anyway, so we would not be far wrong in using it to aid us in teaching non-academic students. In fact, the apple looks to be ever reappearing and strengthening its grip. Just when its popularity appeared waning with the advent of increased and disseminated medical knowledge that was putting into discard the "apple a day keeps the doctor away" adage; just when we thought we were entering a new era from the apple point of view;—there came from out of the south a terrific reminder—"The Big Apple." Thus we have a fine starting point, for the introduction should be novel. Students should be assigned research and newspaper work on "The Big Apple." Now our work is begun. The G-man angle might also be used. It is our job to track down this apple craze.

The next job is to find out what there is about this piece of fruit from the tree of the family *Malus* that deserves such consideration. Stories and illustrated talks in class during the club meetings are now in order. It is innocent looking and not much different from any other fruit yet it made its presence known from the very beginning. Attempts should be made to find out why. This will result in reports on the early history of the apple. The story of Adam and Eve will undoubtedly be forthcoming.

Greek mythology will probably be resorted to next in order to discover something of this history. Some research in the library will reveal to them the story of how the Hesperides guarded the golden apples which Gaea presented to Juno on her marriage to Jupiter and how poor Hercules in trying to get the apple had to hold the earth for Atlas while the latter grabbed the shining fruit. These stories can well be told in the form of illustrated talks. Many of the students who do not like "oral composition" as such would enjoy telling about the things that they have discovered regarding apples. It is rather evident that the goal has not changed; namely, ability to talk to groups in an intelligent man-

ner. The task, however, has been made much more enjoyable.

There is also the story of how Eris, goddess of discord, being peeved at not receiving an invitation to the wedding of Thetis and Pelias, threw a golden apple among the guests with the inscription, "for the fairest." Juno, Venus, and Minerva being women, naturally fought for possession of the apple. Finally, Paris was chosen to judge the fairest, and being honest awarded it to the rightful person, Venus. For reward, Paris won the favor of Venus which led to his undoing not to mention the famous siege of Troy and its equally famous wooden horse. It's hard to believe that the oft repeated and never to be forgotten legend of the wooden horse was the result of that guiltless, unsuspecting apple.

The work now will probably become more interesting. The picture of how down through history the apple proudly marched, stopping here and there to become part of a great legend or story, will meet with their child-like curiosity. As they continue the research or, better, the game of tracking down the apple, they may next find it resting on the head of an outwardly proud and fearless lad whose bravery was aided by his inward fright which had made him motionless while his father, William Tell, took aim in hopeful expectancy of knocking the apple from the boy's head. Poems, pictures, and stories of William Tell may be presented.

One meeting may be devoted to the ways in which the apple has helped man. Stories of how the great scientist, Sir Isaac Newton, by watching the flight of an apple from its resting place atop a tree to the earth below, discovered the law of gravity, as well as similar stories may be considered.

The apple's instructional role, too, must not be neglected. Few of these students will ever forget how in their grammar school days they were told to take two apples away from seven apples to see how many apples were left. Although never seen, the apples will be remembered long after the teachers are forgotten. The delinquent boy and solicitous girl know all too well the merits of the apple in the eye of the teacher, particularly if it be a shiny one.

A great deal of interesting material can be found on the role played by apples in early American life. Parts of rural America may have changed considerably with its electrification and mechanization but it will never cease looking forward to the season of the apple butter bees. What fun can be had by young and old when they join in stirring the sauce while it simmers in cider! The city people seldom know the joy they miss by being unable to get under the trees to sing and

play at the apple butter bee. There is enough material on this alone to well satisfy two good meetings.

Nature, too, perhaps wanted us to remember the lovely fruit for it made our anatomy such that parts of us are named in its honor. The apple of our eye and man's Adam's apple that he so proudly displays in his neck give witness to this. From here the club members could have a meeting on American slang and the extent of its use. It will undoubtedly interest them to know that the factory where languages are made—as slang is often called—has not been spared the apple influence. Ball players are continuously advised by the crowds to hit the "old apple" while the pitcher who cannot control himself is said to have "apple-itis," a word which in all probability will be in good repute in the near future.

The world of song has seen the apple enter its realm frequently. One hasn't really lived until he has joined a group singing "In the Shade of the Old Apple Tree." Recently there have been added "The Old Apple Tree in the Orchard" and "In the Shade of the New Apple Tree" to the long list of apple songs. A study of songs from this viewpoint should prove very beneficial and entertaining.

Lovers may walk in the moonlight and young ladies may talk of trousseaux, but no marriage is really complete until the bride produces her first apple pie. Thus, a discussion of pie baking should be forthcoming.

Millions of people have gone to see "Snow-White and the Seven Dwarfs" and many more will go. Much as I liked Dopey and Grumpy and Snow-White and all the rest, there would be little left of the story if the poisoned apple were removed.

No story of apples would be sufficient without some mention of the man whose name has become an integral part of our early west. John Chapman, better known as Johnny Appleseed, may not have led armies or held high political offices but his work in planting apple trees throughout our western plains making life more joyful for our forefathers will not soon be forgotten. A report on his life as well as some of his contemporaries will lead us to work in biography reading.

One could continue at length to show how very much with us the apple remains. After the study has been quite exhausted, the club could start a survey of horses, snakes, or any other thing that might prove interesting. The objective is to make the club activities purposeful. Such a program lends itself to this objective very satisfactorily.

Those who have finished by making all others think with them, have usually been those who began by daring to think for themselves.—Colton.

The Puppet Club

ALICE JANE HESSLER

Teacher, Catholic High School,
Indianapolis, Indiana

PUPPETS provide excellent material for a club project. They have great appeal for children, regardless of age. All of the following activities may be included in the preparation of a puppet show:

- Carpentry (the stage)
- Writing (the play)
- Wood carving (the heads)
- Modeling (the heads)
- Painting (the heads and the stage)
- Sewing and designing (the costumes)
- Art (posters and scenery)
- Printing (the program and tickets)
- Dramatics (the play)

With such a list of activities it is possible to find something of particular interest to each child, and the progression from one step to another, until the climactic ending, serves to prevent the lagging of interest.

It is possible to simplify the project and omit some of the activities to fit the demands of the particular club. The club may be divided into small groups, and simple plays with few characters given by each group during the semester. Or each group may be responsible for an act or skit, all of which goes to make up the final production. A circus lends itself well to this type of a show. There may be all kinds of animals, mid-gets, clowns, tight rope walkers, trapeze artists, bareback riders, etc. An operetta makes a grand show, and can be given with the co-operation of the Glee Club.

There are two popular types of puppets—hand puppets and marionettes. The hand puppet is the simpler type and the better for younger children. They are best in the simple plays. Marionettes are manipulated by strings and require more skill. They are used with the best results in and above the junior high school.

The expense connected with a club of this kind presents a

definite problem. If it is possible to invite the public and charge admission for the final production, you will find this a good way of making money. A puppet show is interesting and unique and will prove a drawing card. Some clubs solve the problem by charging dues, but this is not advocated for most schools. Perhaps the best method of financing is by the P.T.A.—if you can sell that idea.

Many cities have professional puppet companies, who will put on a play for your club or entire school. A show of this kind is a good way of stimulating interest in your club at the beginning of the semester, as it gives the children a picture of what they are trying to do and establishes for them a high degree of skill toward which to work. The WPA recreation set-ups in many places have puppet companies who give such plays absolutely free.

Don't miss the chance of trying out the puppet club—or you'll miss a lot of fun!

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2. *Puppet Plays for Children*, by Florence McClurg Everson. Beckly-Cardy Co., Chicago
3. *How to Give Puppet Plays*, by Florence McClurg Everson. Beckly-Cardy Co., Chicago



Scenery Painting Being Done by Marionetteers
of School 76, Indianapolis, Indiana

4. *The Show Book of Remo Bufano*. The Macmillan Co., N. Y.
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A Deep-Sea Diving Club

(Continued from page 376)

19. Don't feel badly if people razz you. They all start that way but end by begging you to let them go down. Don't charge them more than a quarter to avoid objection of the Sand-hogs Union.

20. Don't select people to man the pumps who fall asleep easily. This may make breathing difficult for you.

21. Finally—Don't be so polite as to tip your hat to every passing mermaid.

As an additional project for the more able boys, interested in electricity, the helmet can be wired for sound—that is, equipped with a two-way telephone system.

The school's club equipped one helmet with a microphone from which a person making his first descent was interviewed. His voice carried from the bottom of the school's swimming pool over the public-address system, as a kind of stunt staged in connection with the appearance of Dr. William Beebe, biologist and deep-sea explorer, in the school auditorium. Several of the members prize the autographs that Dr. Beebe scratched in the paint of their helmets.

The membership of the club at present, in a school with an enrollment of about two hundred fifty boys, is twenty-seven. About the same number of applicants were of necessity refused membership. This would seem to indicate that although the activity requires much from the boy, he is compensated in the enjoyment he derives from the project.

No individual in the school has such an opportunity to influence conduct as the director of physical education. No one can do so much good as he, if he is facing in the right direction. No one can do so much harm as he, if he is merely using the school situation to advance himself.—Jay B. Nash.

Tail Wags Dog

If the coach knows that he must win a majority of his games or lose his job—

If the English teacher is afraid to fail a football player—

If boys are taught that winning games is the most important thing and that physical and mental development, sportsmanship, truthfulness, and honor are minor considerations—

If ticket sales and game guarantees are more important than classroom procedure or scholastic standards—

If you spend ten times as much on athletics as you do on libraries, equipment, and supplies—

If overzealous alumni and near-alumni are allowed to fill your school with tramp athletes who have played in other schools and often under other names—

If through a "regrettable oversight" you are frequently caught playing ineligible men—

If these things are true of your school, Mr. Principal or Mr. President, you are not running a high school or a college, you are merely the *nominal* head of a tin horn athlete-training institution which does a little mediocre teaching as a side line. You are the *nominal* head, but the place is really run by the drugstore cowboys and pool-hall athletes who make or break coaches—and the tail wags the dog.—*Editorial in Louisiana Schools.*

"As case workers we recognize that the differences of people are assets, that it is upon these that we build societies. . . . Difference is a precious thing to the individual and its recognition is one of the contributions that we as case workers have to make to the understanding of human relationships. It implies fundamentally that we accept the gifts that each one brings to the common wealth and refrain from any attempt to mold everyone after a single image, no matter how fine that image may be."—Margaret E. Rich in *The Family*, January, 1939.

"It costs a community no more to train a good citizen than to train a 'good' gangster. At the end of his training the gangster is a heavy charge on the community. It costs society \$300 a year to maintain an adult prisoner in an institution; \$400 for a juvenile delinquent. The good citizen at the end of his training begins to support the community and contributes to its resources. The cost of keeping a youth in school averages \$100 a year."—*From Youth—How Can Communities Help?*

Have You Read These?

BY THE EDITOR

Can you imagine a physician prescribing for a patient without diagnosing his case? Probably not, but this is about what happens in the average American community's educational affairs. Too frequently the school gives the same dose of the same dope—a prescription usually copied from the chart of some other community, which in turn was copied . . . , irrespective of local needs. Intelligent school staffs are attempting to diagnose and prescribe correspondingly. Two good articles that reflect some of the diagnosing possibilities will be found in the March *Educational Method*—Miriam Sutherland's "A School Survey of Personal Resources," and Florence S. Harper's "Students Make a Recreational Survey."

Of course, you are aware that there is a very considerable movement to teach students, as well as adults, to read and listen discriminately to political, commercial, military, patriotic, and other types of pronouncements and advertisements. The Clayton, Mo., High School is one of the four hundred schools now co-operating with the Institute for Propaganda Analysis in the experimental development of better methods of instruction in this field. Some of the devices that are effectively used in this school are described by Howard Cummings in "Teaching Propaganda Analysis," *The Clearing House* for March.

And now turn to "Ramsey Junior High School's Display Club," H. E. Pulver, for a plan to eliminate your disgraceful bulletin board, your frowsy exhibit cases, and your sloppy picture and print displays, if you have any or all of them. Here is an outline of a year's project—an excellent educational project.

Want to buy a college? You can pick up one cheaply right now. Dozens are available: men's, women's, coeducational; liberal arts, technical, professional; urban, suburban, rural; campus and non-campus; church, group, and singly controlled; large and small; and in almost every part of the country. There's no trick in this; it's straight goods by a man with the goods. If you are occupationless, "For the man who wishes to combine service and commerce with a career, there's nothing like owning a college," says

the sub-head of Trentwell Mason White's "Colleges For Sale" in the April *Commentator*. Here's an interesting and authentic article that will likely jolt you considerably.

IF—

You are interested in school trips, get Carl A. Jessen's report, "School Tours," Circular Number 177, from the United States Office of Education. It is free for the asking. See also, "Youth Visits Industrial Detroit," William Van Till, *Educational Method* for March.

You want to know the outstanding books published last year, see "Sixty Educational Books of 1939," *Journal of the National Education Association* for April.

You are a former student of Teachers College, New York City, and have heard disquieting rumblings about it, read George S. Counts' "The Situation at Teachers College" in *The Social Frontier* for February.

You are interested in tangling in the "new calendar" debate, you'll find ammunition in *The American Mercury* for February—"The Calendar Is Out of Date," by Anthony M. Turano.

You are skeptical about tales of attempts to hand out money, read McClellan Patten's "Please Take This Money" in the April *American*.

You would like to know the story of our biggest fool, see "America's Number One Fool," Clay Osborne, in the April *American Mercury*.

Your information on our "Government Publicity Machine" is inadequate, C. R. Walker, in the April *Scribner's*, will add to it.

You anticipate becoming a lady cop, let Lowell Brentano tell you the possibilities in "The Arms of the Law," *Forum* for April.

You believe Grand Canyon is large, read Richard L. Neuberger's "Hell's Canyon, the Biggest of All"—the story of the thousand-mile Snake River in our inaccessible Northwest.

Schools are invited to submit action photographs for use on the front cover of *School Activities*, beginning with the September, 1939, number.

Any school seeking literature on student government should write to Richard Welling, Chairman, National Self Government Committee, 80 Broadway, New York City.

News Notes and Comments

President of N.A.J.D. Announces Activities

William E. Blake of the Public High School, Hartford, Connecticut, and president of the National Association of Journalism Directors, announces that national meetings for the N.A.J.D. include the section with N.E.A. in San Francisco next July 6, 1939, and the National Council Teachers of English at the year end in New York.

A project of N.A.J.D. includes a summer seminar and convocation of the teachers of journalism with Professor Brumm of the University of Michigan, who is interested in starting an institute of this kind at the University next July.

Another service of N.A.J.D. is the setting up of a department this year to serve members by examining the manuscripts of text books planned for publication before they are put on the market. The committee consists of: Anne Lane Savidge, Central, Omaha, Nebr., chairman; Helen Blaisdell, South, Minneapolis, Minn., and Gunnar Horn, Benson, Omaha, Nebr.

Dates for the National Conference on Visual Education, with headquarters at 1111 Armitage Avenue, Chicago, have been fixed by the Conference Council for June 19, 20, 21, and 22 at Chicago, Illinois.

School boards are prohibited from buying band uniforms and paying traveling expenses of employees, according to an opinion of Attorney General Mac Q. Williamson. He ruled they can buy athletic equipment including awards.—*The Oklahoma Teacher*.

Memo—for Progress

"Back to the fundamentals" is still the slogan of some unchanging minds. The masses under a dictatorship may be well trained in the fundamentals. Perhaps that is a major part of the education which they need for citizenship under their form of government. In a democracy, however, the fundamentals in the old-time sense do not suffice for citizenship. Democracy's slogan is "forward to the most significant and most helpful teaching for living and participation in a democratic society."—Editorial in *School Executive*.

Sample copies of *School Activities* will be sent to prospective subscribers upon request.



A summer scene resulting from the WPA-NYA project at Cardwell, Missouri, where students get "hot lunch for one mill."

The National Self Government Committee has received over 1,400 replies to a questionnaire from high schools throughout the country describing their student organizations.

A *Symposium on Guidance Through School Activities* was recently presented by members of the faculty of the Clyde, North Carolina, High School to their Parent-Teacher Association.

The Third Annual Texas Conference on Extra-Curricular Activities will be held at the University of Texas May 5 under the direction of Dr. Elbert K. Fretwell, of Teachers' College, Columbia University.

In an effort to determine the most popular subjects for this conference, Dean T. H. Shelby circulated a questionnaire listing the general topics usually included in the extra-curricular texts. It was found that three topics stand out above the rest as of especial interest to Texas schools at this time, as follows:

1. New Type Assembly and Commencement.
2. The Home Room.

3. Student Publications.

The Conference will therefore devote the major portion of its time to a consideration and discussion of these three features of the extra-curricular program.

In a decision emphasizing that the salute to the flag is a symbol of patriotism and a "gesture of love and respect" for the country over which it flies, the New York State Court of Appeals ruled, January 17, 1939, that school children could be compelled to salute the flag.—*New York State Education*.

Boys' Clubs of America, Inc., is an organization that is doing a big work. Anyone interested in learning more of it should write to Sanford Bates, Executive Director, 381 Fourth Ave., New York City.



Entertainers at the High School Night Club, McHenry (Illinois) High School.

American Education Week

The theme for American Education Week in 1939 has been announced for the week, November 5-11, as "Education for the American Way of Life." To the three official sponsors, the National Education Association, the American Legion, and the United States Office of Education, a fourth has been added, the National Congress of Parents and Teachers. Daily themes are:

Sunday, November 5, The Place of Religion in Our Democracy;

Monday, November 6, Education for Living Together;

Tuesday, November 7, Education for Civic Responsibility;

Wednesday, November 8, Education for Work; Thursday, November 9, Cultivating the Love of Learning;

Friday, November 10, Education for Individual Development;

Saturday, November 11, Education for Freedom.

The American Youth Commission, 744 Jackson Place, Washington, D.C., has just issued a pamphlet describing its organization and activities.

The seventh annual Summer Conference of the Stanford University School of Education will be held from July 7 to 9, immediately following the meetings of the National Education Association in San Francisco. "Educational Frontiers" is to be the central theme for discussion.

One of the most impressive duplicated school magazines that comes to the *School Activities'* office is the *Rox Rocket*, of McKees Rocks (Penna.) High School.

May 7-13 is National Music Week.

Joint Convention at San Francisco

The National Association of Student Officers and the National Conference on Student Participation will meet together at Roosevelt Junior High School Building, Geary Boulevard and Arguello Street, San Francisco, July 4 to 6. A copy of the program may be had by writing to C. C. Harvey, Executive Secretary, 5732 Harper Ave., Chicago, Illinois.

Those who attend this year's gathering will have opportunity to: (1) exchange ideas and plans with student leaders and faculty advisors from all parts of the country; (2) discuss problems and achievements in student government; (3) learn more about what one can do to become a more competent and responsible citizen; (4) become familiar with the work of a number of the organizations affiliated with the National Education Association which are concerned with youth activities and problems; (5) hear speeches and discussions by some of the leading young people and adults of America; (6) make new friends and renew former acquaintances; (7) enjoy the unsurpassed hospitality of San Francisco and California; (8) attend the Golden Gate International Exposition; (9) help to consider matters of great importance to all youth and adults; (10) get inspiration

for the task ahead during the school year of 1939-40.

Debate Groups Aid Civic Activities

High schools in Utah are utilizing their debating activities for useful purposes in civic education. For the past two years representatives of participating high schools have attended a session of a legislative assembly of high school students, held at the State Capitol. Some of the advantages of the legislative assembly over the tournament debate are that: (1) the attention of the student is focused on the problems of Utah; (2) his arguments are directed to securing a vote on a live and personal question; (3) his method of approach is based on a personal want that may be satisfied by his contemporaries; (4) his reward goes back into accurate information for parents who have not the leisure the school affords for research. A legislative assembly similar to the one in Utah for students is also held in Missouri.

Commencement Through the Years

(Continued from page 378)

The following essay topics gathered from the programs of ten years or more will be suitable symbols: "The Poetry of Water," "Wanderings of Apollo," "Nemesis in Light," and "The Place of Good."

The vigor of orations is shown by the following titles found in the same span: "Anti-Expansion," "Political Development of the Nineteenth Century," "International Arbitration," "Relation of Physical to Mental Power."

Topics of contemporary interest included in 1884 "Railroads and the Cincinnati Riot"; in 1902, "The Panama Canal"; in 1907, "The Conquest of the Air"; in 1912, "Education by Moving Pictures"; in 1913, "The Changing Skyline."

Up to 1914 there is almost no topic which definitely ties up with the school curriculum. About the nearest to it would be "The Place of Athletics," "The Trend of Agriculture," or "Recent Problems of Science."

The idea of the theme to be followed in the talks was not used locally until 1919 when "The New Democracy" was the theme. A program built around Theodore Roosevelt concluding with "Some Bequests to Democracy" was used the next year. From then on, a theme has been evident in almost every program. Nelson Eddy or somebody has shown us the desirability of a theme, be it song or speeches. Other themes we have used are: "Leaders in American Progress," as in poetry, drama, art, science, etc. Catching the pub-

lic's interest resulted in these themes: "Three Hundredth Anniversary of the Landing of the Pilgrims"; "Horace Mann Centennial"; and "One Hundred Fiftieth Anniversary of the Ratification of the Constitution."

Making the school aware of the town and the town aware of the school have been not only a departure from early commencement methods but have also proved well-chosen program material. Many towns have a longer and more interesting history than our city, but our one hundred years made a varied and informative program, which was called "Old Settlers' Reunion." It was presented in three parts, talks being followed by tableaux and the Virginia Reel. If you and your pupils crave a rainy morning in an attic, dreaming of the past, try repeating your program about every decade.

Another program using costuming, this time simple robes, was "Worthy Use of Leisure." In the first place, the student committee used its leisure well by writing the speeches in verse. Youth sought an answer to his query, "How shall I best employ my leisure?" Languages, arts, sciences, etc., offered an answer. This theme did two things the older essays had done: offered personal-interest choice of subject and more speaking parts and, at the same time, added the new element, unified dramatic presentation of school material.

And now that we are living in a day in which some would have us believe the three R's have been replaced by the three S's—streamlining, swing, and smatter—we must at least add something of color and the spectacular to our programs. To do this we have retained the speeches, shortened to be sure, and interspersed them with colorful tableaux, electrically lighted replicas of buildings, hand-tinted graphs thrown on a screen, or whatever best served to illustrate the talks on "Secondary Education at Work," "Horace Mann," or "The Constitution." Then just to prove the radio has no corner on effective timing we concluded with a living statue, five hundred standing or kneeling gray-gowned seniors in Pledge of Allegiance, and listened to the oh's and ah's that involuntarily escaped the audience of admiring parents and friends.

The editor of *Bus Transportation* discourages the use of school buses for long trips. The Interstate Commerce Commission is now giving attention to what it believes to be a dangerous practice, that of using school buses for the purpose of transporting pupils on trips of considerable distances and under traffic conditions with which the drivers are not familiar.

How We Do It

C. E. ERICKSON, *Department Editor*

Functional Citizenship

The most important aim of education is the development of effective citizens. In this country, such citizenship involves an understanding and belief in democracy, the necessary academic information, and the skills and habits needed to translate information and thinking into practice. That our students are being inadequately prepared for these responsibilities is shown in the recently completed Regents Survey of the State of New York (See *High School and Life* by Francis T. Spaulding.) Only one-third of the pupils in the 7th grade indicated a willingness to accept the presidency of the student council if such acceptance meant a personal loss in time and effort. Only one-seventh of the seniors would accept the council presidency under these conditions. Only twenty per cent of the seniors reported that, if they were adult citizens, they would spend part of their time helping to beautify a public square near their home. More than eight per cent stated that the owner of a company should assume sole control if the employees were not successful in helping to manage company affairs.

Surely, it would seem desirable to re-think and reorganize our educational program in terms of the development of more effective citizens. The extra-curricular activities of the school have much to offer and can become the center of a vitalized program dedicated to the development of functioning citizens.

The Value of the Student Council at East High, Waterloo, Iowa

MARGARET C. BARNES, *Student Counselor, East High, Waterloo, Iowa*

The "bourgeoisie" are now "noblemen." Though the students are not always aware of the fact, teachers are striving continually to make their schools more attractive and satisfactory to the students attending them. Have you found a lackadaisical attitude in your school? We have used the student council plan to gain a better spirit and deeper interest generally in our activities.

Our council consists of representatives elected from home rooms. Since 1936 when the council was first organized, our school has practically revolutionized the general attitude of the students and the power of the "common people."

The students have instead of a critical,

cynical view, an eagerness to give their ideas to the "middle-man" (their council representative) who in turn commutes their plans for improvement to authorities.

The council's first action was to work toward achievement of the activity ticket. It enables more students to attend activities, owing to the nominal admittance fee it affords. At the first meeting a purpose to define the aims of the whole student body was agreed upon, and the council co-operated with the librarian in a campaign to return library books. Many lost books were returned.

As a preliminary to the plan for the ticket campaign, a questionnaire was circulated, and various plans were submitted. Editorials, referendums, and discussion finally resulted in the issuance of an activity ticket sold in booklet form with a coupon, given each week upon ten cent payments, for admittance to each activity.

An honor system for the study hall and library was next inaugurated, and a student monitor management was installed. This system has lately been improved to full student management. No teacher is present in the study hall. There are student roll-takers, telephone girls, and one student issues passes and is responsible for order. The council made a set of rules which pertain to free speaking privileges, permission for errands, and library use. The teachers observe with pleasure that the study hall runs more smoothly than under the previous system.

The council directed a school drive for the Community Chest in the home rooms, an act to its credit in developing student interest in community welfare.

A series of discussions on problems of high school boys and girls, personality, vocations, etc., was planned by the representatives. Questionnaires were circulated as forerunners to discussions on "Personality," and the average high school boy's and girl's demands, opinions, and ideals of those of the opposite sex. Interesting answers were received, practically everyone in school responding. These formed a "public opinion" to be presented by the representatives to their home rooms.

Questions similar to these were circulated: How do you number these qualities of a girl in order of their importance? Neatness, pep, personality and charm, consideration of others, style, beauty, truthfulness, honesty, and reliability. Do you like make-up to be evident? What is your reaction to girls who smoke? Do you like boys who are constantly

being profane? Do you require athletic heroism in your ideal boy?

Strange to say, there was little variety in answers and definite conclusions were easy to reach in checking them over. Not only did these answers enlighten both boys and girls on how they could become well-liked and respected, but they revealed actual high standards of our school in ideals and morals.

One of the most widely appreciated actions of the council has been its revival of Homecoming. The council, acting as general chairman, co-operated with all other clubs in the school to plan a day that re-acquainted alumni with present school activities and the present-day curriculum.

The council has a committee which ushers at all school and community entertainments which are held in our school auditorium. They arrange for assembly programs put on by students.

As another student informative project, the publishing of a book on etiquette especially pertaining to manners for high school socialites was undertaken. Cartoons and designated sections headed "Introductions," "At School," "In Public Places," "At the Table," and "At the Dance" contributed to the attractiveness of the booklet. Its success was endorsed by the report of the number sold. Circles occupied in checking up on etiquette prevailed in the halls at noon hours and after school for nearly a week after the sale of the book.

A change in the hours of the school day has been helpful. Because all club activities come after school and because working boys and girls were inconvenienced by the late time of the last bell, and because no definite time was allowed for routine business of the school, a change in the daily schedule was needed. A different time schedule allowing a longer noon hour, earlier dismissal, and an activity period similar to home rooms has now been accepted in lieu of the old system.

Orientation of the sophomores by the student council was begun and has been established as the traditional duty of the council at promotion time. Not only do the upper-classmen teach the students yells and school songs, but they acquaint them with the entire curriculum. Clubs and activities express welcome to new members through these representatives and altogether a "hospitality" program warms the hearts and brightens the aspects of the apprehensive sophomores.

Perhaps the most popular function of the council has been the sponsorship of parties. Prior to this, the junior-senior banquet had been the sole occasion in which students could enjoy social companionship beyond their own "gangs," "crowds," and clubs. The parties are an incentive for dating because there is something definite to do. Before that, movies and

public dances presented practically the only way of spending money and having good times. Both were expensive, easily overworked, and not allowed by all parents. Thus the school parties at which we have social dancing, table games, mixers, and general fun, plus sufficient refreshment, became life-savers for many parents and formerly bashful indifferent "high-schoolers." New friends are made, complexes are often corrected and their victims given confidence. Many are given the privilege of learning to dance, and on the whole a fellowship is created making the school more than just an institution by giving a diversion of interests which is needed by that younger generation proverbially accused of "going to the dogs." Parents have given their hearty approval, which makes complete the success of this function. For each party an invitation is extended to a certain club, class, or activity group, and ticket sales are limited to avoid too large a crowd. Early hours and the fact that they are held in the school itself please the parents.

Mr. Lewis Harthill, former chief of police at Minneapolis, Minnesota, then director of the Better American Association, when interviewed after speaking at East High, stated, "Student government within the school has my hearty endorsement." In his denouncement of crime he brought out the fact that youth is much more affected by criticism of other youths than of elders.

The council increasing in strength and power each year has established itself as more than an organization. It is an influential and respected institution which backs every worth-while project of the school. Its accomplishments voice sufficient praise and reason for its continuance. No better suggestion than a student representative body could be given a school wishing to increase pep, loyalty, and satisfaction.

A News Idea

CATHERINE MATTHEWS, Coeymans High School, Coeymans, New York

Potential Lowell Thomas' and Dorothy Thompson's are being fostered by the Senior High School at Coeymans, New York.

Following the installation of a modern public address system with speakers in each room and central control in the office, the school inaugurated a series of student news broadcasts.

The schedule followed is a very simple one. For the first few weeks, the public speaking class, taking the initial brave step under the direction of its instructor, undertook to inaugurate the series. Taking courage from the example set them, the history

classes followed suit, assisted by their teacher, and carried on for the rest of the semester. The second semester, the series is being conducted by the English classes.

The school schedule is such that a "quiet bell" rings at 12:45—a signal for each pupil to be in his home room, seated, and quiet. A period of five minutes elapses before it is time to pass to classes. An incentive has been provided for immediate silence, for facts of both value and interest are presented to the pupil in such a manner as to compel his attention.

The preparation of each student broadcast requires approximately thirty to forty minutes. Since the privilege of commenting is accorded to a different student each day, the burden of preparation is in nowise onerous. The responsibility for reading the paper, selecting the outstanding items, digesting them, providing a proper introduction, and assembling the material is entirely the pupil's. Occasionally the teacher in charge makes suggestions of featuring certain articles.

The general plan followed is relatively the same, although the student may effect any change he likes—subject, of course, to the advisor's approval. The advisor, incidentally, checks each prepared broadcast. National affairs are given preeminence, followed by the leading items in the foreign field. Vicinity news, in our case of the Capital District, includes the talk along with school news.

The objectives accomplished by this policy of student news broadcasts are numerous. Designed primarily to make the student news conscious and to develop an awareness of modern problems, it has accomplished others of equal value. It is not uncommon for students to ask the teacher in charge to insert items they have read in the paper, which appealed to them as being of interest, and it is not unusual for them to demand why such and such news was omitted and some other bit added.

A critical audience of young people listens daily both to professional news commentators on the radio and our C.H.S. amateurs. Critical, unbiased remarks concerning content, diction, delivery, and opinion are encouraged.

Frequently a division of opinion arises over some controversial issue. Arguments and proofs fly thick and fast—a decided encouragement for us who are endeavoring to "teach pupils to think." A very definite stimulation of interest in current affairs is noticeable in the history classes. Rarely a day goes by without some pupil's making a reference to knowledge relevant to our topic gleaned as a result of reading the paper or listening to the radio.

Very often brief book reviews are given, with the idea of stimulating reading and

broadening the individual's general knowledge. Movies, also, have their place on this program. Dramatizations of the best in literature are recommended as well as are those movies which have historical backgrounds. Occasionally a quizz question will be inserted and the answer given the following day. A wide range of subjects of general information can be covered in this fashion.

In a small way, Coeymans High School is endeavoring to promote education in the modern trend.

Junior-Senior Study

FRANK J. CLARK, *Vice-Principal,
Broadway High School, Seattle, Washington*

A most interesting experiment in student participation in the government of the school is being carried on in Broadway High School. It was launched by Heber D. Johnson in response to a felt need for the development of a better spirit of co-operation in the administration of the very large study hall.

The project has gone through various evolutions in administration but at present rests in the hands of the Junior-Senior class organization. One-half of the Broadway Auditorium is set aside for the Juniors and Seniors who organize, check, and administer most of the details and problems arising therein. The Study Board, consisting of five members, administers the organization, and a Disciplinary Board of about equal number of students considers problem cases which are submitted to it.

Each study period has a group of students in charge of the actual details, one being responsible for the order, others for checking attendance and caring for the various slips.

The Junior-Senior Study has had its ups and downs, and at times students have been careless and unco-operative, but after a Junior-Senior assembly, the issuance of bulletins, rules, and regulations, and meetings of the Executive Board with the various administrative officers, conditions are as normal as one would find in any teacher-controlled room.

Movement is now on foot to tie the organization more definitely into the student body organization and to apply more scientific and psychological methods to the selection of and training of student leaders.



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A Pictorial Biography

KENNETH E. SELBY, *Principal,*
John Muir School, Seattle, Wash.

During the fall semester of this school year the pupils of our 6th, 7th, and 8th grades have engaged in a project which proved to be both interesting and unique.

Our school is named after the great western naturalist and conservationist, John Muir, author of that best of dog stories, "Stickeen," well known to all pupils. The year 1938 marked the centennial of the birth of this man, and early in the year we looked for some activity to suitably commemorate the event. After reviewing all of the available literature written by Muir or about him, we were struck by the lack of pictures of the man in whom we were so interested. Considering that this is a visual age, we conceived the plan of securing all existing pictures of Muir and publishing them with brief explanations in a bound volume which could be presented for sale at a reasonable price. Desiring, as we did, a thoroughly de luxe edition, and a real contribution to the existing Muiriana, the fulfilment of the project seemed decidedly visionary.

We began by listing the friends and relatives of Muir who were mentioned in the books we had. Through the John Muir Association of California we secured the addresses of those yet alive, and to them letters were sent requesting the loan of snap-shots and photographs. Our correspondence covered the country and even included Muir's birth-place, Dunbar, Scotland. It was necessary in several instances to secure permission from copyright holders to use pictures.

From some seventy pictures received, the best fifty were selected and brief paragraphs were written for each. All written material for the book was printed by hand by a group of twenty pupils and reproduced photographically on plates. A committee met with the printers to decide on paper, covers, style, and various printing details. The pupils secured their own copyright. The sale of copies presented another opportunity for arithmetic classes. Almost all departments of the school made some contribution to the project. A tour of the printing and binding company was made at the time our book was in press, and all processes were thoroughly explained and illustrated for the pupils.

From Football to Band

F. E. HEWITT, *Supt. of Schools,*
Washington, Kansas

Some educational philosophers object to extra-curricular activities because they seem to stress only immediate goals, but under the

new plan at Washington High School we feel we have changed the emphasis of these activities to carry over after formal school life. An unusual local situation gave impetus to this change.

Washington is a typical Western county seat town with some seventeen hundred inhabitants. Traditionally it has always competed with the neighboring county seat towns in all sports. However, back in the late twenties, when the building of large rural high schools was at its height, this situation changed. By 1930 there was such a difference in enrollments that we could no longer compete with our old rivals—especially in football, for our squad numbering from 13 to 25 boys was compelled to compete with those numbering from 50 to 80. In comparison with this program for only a few, we now have a total of 216 students participating in instrumental music.

Since we did not have a chance to have a winning team, good coaches would not risk their previous records unless offered larger salaries. For a number of years we paid as high as \$50 per month more for coaches than did some of our neighboring county seats. This extra cost together with the fact that we finished our season with the Armistice Day game in November, thus limiting the entire program to two and one-half school months, could not be justified on a per-pupil cost basis.

Probably the most serious problem of all involved the health of our competing boys. The type of competition and the small squad brought on this unusual health problem. Due to our small squad, freshman boys were compelled to play full games against older and heavier upper-classmen, who were replaced several times in the game. The seriousness of this situation was not realized by the general public.

With the foundation of a fine music pro-

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gram already set up, we determined to try this field as a substitute. We hired a regular classroom instructor with emphasis on preparation in the subjects to be taught instead of football. The salary of this instructor was \$315 below that of the beginning salary of the football coach. In addition we estimated the average cost of the football season above all receipts at \$250. With the funds available from a small levy for the city band we found that we could hire a full-time instrumental instructor for only a few hundred dollars additional.

With three-fourths of our student body participating in the enlarged music program we find a much more wholesome student attitude. The rowdiness of football has been replaced. The students see something in music for profitably enjoying their leisure time in after school life.

Another welcome factor for the wholesome occupation of their leisure time was brought to our attention by appreciative parents. As we all know, city life and the machine age have taken from the boys and girls the opportunity of learning to do by doing through the responsibility of chores at home. The necessity of numerous rehearsals and concerts has gone a long way towards filling this gap. When we remember that the concerts and trips are mostly in the summer, which is the time when the students are least occupied, it is obvious why this program is appreciated by the parents.

In conclusion, a comparative summary of the instrumental program as developed by Mr. George Berentz, the instrumental instructor, may be of interest to the reader: Mr. Berentz came to Washington in June, 1936, and immediately began to organize summer band and orchestra classes. He now has 45 students in a summer band class, which meets twice a week in addition to the weekly concert. Twenty-four students regularly attend a special string group as well as the classes for a 42-piece orchestra.

The high school band now numbers 45 pieces, and Mr. Berentz also has a beginner grade band of some 50 pieces as a feeder for the high school organization. And last but not least, the city band now numbers 60 pieces. This fine organization attracts county-wide attendance at its summer concerts and rep-

resents the Chamber of Commerce in numerous trips.

The Unwritten Play

CARRIE A. PARSONS, *Peabody Demonstration School, Nashville, Tennessee*

In Peabody Demonstration School there has been a gradual development in the type of play presented by our pupils in assembly and home room programs. The old type of written play memorized from a book gave place to the play written by a pupil or by a group of pupils. This second type is now being displaced by the unwritten play, which we consider a distinct improvement over the other types of plays because of the opportunity which it affords for pupil development and for self-expression. The unwritten play encourages naturalness and spontaneity in speech and action instead of the stiffness and unnaturalness so often resulting from the memorization of set lines, when the children are mere puppets in the hands of the director.

Our director of dramatics, Miss Susan Vaughn, is most skillful in getting the co-operation of a group in this type of creative work. An illustration of her procedure with a group of junior high pupils, who wished to present a play in assembly, perhaps will make the matter clear.

During the first meeting with this group, the pupils under Miss Vaughn's guidance decided on (1) the type of play which they wished to present, (2) the characters, (3) the general theme, (4) the stage setting, (5) interesting incidents which could be worked into the type of play chosen. This was distinctly group-planning, since the director acted merely as leader and guide in the discussion of the pupils.

The next meeting was held on the auditorium stage. The stage was set by the pupils as they wished it. Pupils volunteered to play the different parts or were urged to do so by

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their fellow pupils. Next came the working out of the theme. The sequence of the incidents which they wished to give was arranged in such a way that there was unity in the whole and a climax to the play. As soon as an incident to be presented was clearly understood by the pupils, they made up their own dialogue as they went along and literally suited their actions to their words. The results of such procedure in naturalness of action, fluency of speech, interest in the project, and development of creative ability on the part of the pupils, were astonishing.

Our director endeavors to interest as many pupils as possible in this type of dramatization. It is her objective to have every pupil in the school take part in such a play at least once during the year. Some of these plays are merely produced for the assembly or home room, others grow out of the work being done in the class room. An excellent example of the last-mentioned type was a play given last fall by the members of the fifth grade. They were writing poems on autumn, when one pupil suggested that they give a play about autumn, and the rest of the group took up the idea with enthusiasm. They made their own costumes, painted the scenery, took charge of all the problems incident to such a production, but the most important factor in the development of the pupils was the fact that they created the plot for the play, worked out each incident, spoke lines of their own—in short, presented their own play composed and staged by themselves.

After these plays have been presented in an assembly, or a parent-teacher meeting, or a home room meeting, the students put their play in final form by writing the lines which they have used in their presentation. Thus, the unwritten play finally becomes a written play, which is filed and kept on record.

Student Co-operative Projects

(Continued from page 372)

their initiative, teaches them thrift, gives them an opportunity for constructive leisure."

Experience seems to indicate that each group should have a supervisor to direct the management and to act as hostess. She receives room and board and a small salary in return for her services as cook, manager, and hostess. Definite detailed contracts should be drawn between all parties concerned. Each group should have some kind of house organization, with a council made up of representatives of the various groups. Each member should put up a deposit equal to the average cost per student per month. Members should be selected on the basis of financial need, a creditable scholastic record, good health, and a co-operative spirit. Four of the most suc-

cessful units at the University of Texas have housemothers who had been failures when attempting to operate a boarding house for men students. Given the aid of a group who saw to it that the house was filled to capacity and that all accounts were collected, they have been successful.

To operate efficiently, and to save money for its members, the co-operative must interest some of its members in something transcending economy. These leaders discover that they must steer between two evils: too little government, and too much government.

All kinds of students are found in these co-operatives, and they will disagree on many points. During the past Christmas holiday conventions, the Y.W.C.A. and Y.M.C.A. groups meeting at Oxford, Ohio, the American Student Union meeting at Vassar, and the National Student Federation of Americans which met at Albuquerque, New Mexico, all disagreed on many issues, but all endorsed the student co-operatives.

As Bertram Fowler says: "The co-operative philosophy is today still in a formative stage. Taken up by a great many groups as a mere saver of rebates in stores and lower prices, the individual is learning some valuable lessons in democracy. Many college students today take advantage of NYA fellowships, scholarships, etc., but feel no distinct sense of responsibility. They accept it as the dispossessed farmer or tradesman must accept some form of government aid or relief. In many instances these orthodox forms of student aid have actually broken down individual character and self-reliance, even while it made continuance of studies possible. The individual student cannot face the task of solving the economic problem while in college without facing also the same problem that will confront him on graduation day. He is doing more than saving money; the savings made by the group are made through his assistance, and he shares the responsibility of organization, government and operation of the enterprises. He is taking an extra-curricular subject, if you please, which will teach him some practical lessons on how to approach the economic world."

We cannot emphasize too strongly the value of these enterprises that are making a real and practical contribution to the educational process, that should produce leaders who will be better able to go beyond the college campus and assist in improving an economic structure that is battered and unstable. We should do everything in our power to assist in forwarding this form of student assistance for it strengthens the student. It very definitely does not make a "gimme" out of him; it does something positive for him and not something to him.

Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

A short pageant of May Day. Feature the history and customs from the old Roman flower festival, the English "Queen of the Court," the Maypole, the hanging of May baskets, on down to the "Child Health" day as the first of May is now celebrated in the United States.

The Robin Hood legend and the old Demeter and Persephone myth from the Greek are appropriate and interesting numbers on a May Day program.

Arbor Day and Bird Day. A "plant a tree" service could be combined with a bird program. History of Arbor Day and incidents from the life of John James Audubon should have prominent places on such a program.

Write and produce your own skit or play for Mother's Day. It is interesting to see how the every day "home folks," the home and school traditions of local interest go to make up "good theatre."

An impersonation of Miss Anna Jarvis in her sincere efforts to found the first Mother's Day. The scene should be laid in Philadelphia. The costume worn by the reader should be of the 1907 period.

The scene between Elizabeth Barrett and Robert Browning—act four in the play: *The Barretts of Wimpole Street*.

The reading of the life of Andrea del Sarto and a pantomime with the poem, "My Last Duchess," by Robert Browning.

The story of Florence Nightingale, this to be followed by songs made famous between the years of 1840 and 1900.

Beginning with the achievements of Albert Einstein, the German Swiss physicist, tell of the great contributions to science, music, art, and literature, as made by famous exiles.

The play or scenes from the play: "Jeanne D'Arc," by Percy MacKaye.

Scenes, playlets, and pageants from: "Books of Goodwill" and "Across the Borderlines," together with selections from any of the "Assembly Programs," published by the National Council for the Prevention of War.

The reading of a short fantasy or a production from "Playlets of the War," by Sir James M. Barrie.

A short resumé concerning changes (economic, political, and social) in England since Victoria reigned as Queen of Great Britain and Ireland and as Empress of India.

Readings: "The American Scholar," "Holidays," "Books," and "May Day," by Ralph Waldo Emerson.

Incidents from the life of Horace Mann. Contrast the school conditions existing when "he gave us schools" with the great educational advantages of today. The Horace Mann program makes a most fitting theme for an assembly program at commencement time.

Demonstration in Make-Up

A practical demonstration in make-up is not only interesting but educative. The demonstration may be as simple or as elaborate as the make-up artist wishes to make it. "Subjects" may be chosen prior to the demonstration, or they may be volunteers from the audience.

Types of make-up may be planned beforehand, or these, too, may be suggested by members of the audience. One interesting method which has been followed to the delight of both audience and participants is that one wherein a student suggests that he be "made up" as a certain type. The make-up having been applied, the volunteer must then act out in lines and business the character type he has chosen.

A lecture "patter" should run through the whole process of making up, and the aim of any such demonstration should be to give to those who have occasion to use theatrical make-up, an understanding of the fundamentals necessary to its proper use.

Such demonstrations may be so planned as to make a series of programs dealing with the various phases of make-up. If such a plan is followed, then the following order is suggested: straight, juvenile, and character make-up. Crepe hair, nose putty, color charts and the effect of lights on make-up.

Those Were the Days

Now that the movie, the radio, and the automobile place "outside entertainment" within the reach of all, the old type of family or neighborhood amusement is a near forgotten art of a long dead past.

Just as the fashions, the customs, and the manners of fifty years ago are most amusing to the present generation, the commonplace and homely amusements of that day provide hilarious entertainment if these are presented from the platform as they were once presented in the "parlor."

Try a few of these old fashioned "stunts" for an assembly or club program. Tell something of the times and customs when such amusements were in vogue, then present your actors in the style in which such actors were presented when these performances were considered the most clever entertainment for guests in homes of the best people.

"Quartette Grotesque" produces a most hilarious effect. This is accomplished by the painting of four figures, as grotesque and as absurd as possible, side by side on a drop curtain. The heads are drawn in such proportions that the faces, when cut out, will exactly admit a person's face to protrude through each opening, allowing the chin to pass through as far as the neck, but concealing the ears and hair.

The four persons whose faces complete the figures, sing a number of comic quartettes. Each performer exercises some ingenuity; a droll expression, a witless one, a foolish smile, as the singers exchange compliments and sarcasms to the delight of their friends.

"An Art Exhibition," though it involves a considerable amount of preparation, more than pays in amusement for the trouble expended in its elaboration.

This "art exhibit" consists in a regularly printed list of paintings, in imitation of the catalog of an art gallery, each article referred to in the catalog being duly numbered to correspond with the description in the printed list.

A "catalog" is presented to each member of the audience, who in groups visit the exhibit and places the exhibit numeral opposite the painting as listed in the catalog. A cheap copy or a picture post card may be given as a prize to the person having guessed and recorded the largest number of correct numerals.

The following suggestions will furnish a

start for a small exhibit. They will also serve to illustrate the manner in which anyone with a bit of inventive ability and an appreciation of the ridiculous can add almost indefinitely to the number of "artistic" gems.

CATALOG OF WORKS OF ART NOW ON PUBLIC EXHIBITION

Visitors are respectfully prohibited from touching the works of art.

1. The Last of Poor Dog Tray.....Barker
2. Tears, Idle Tears; an
Imaginative PictureStrong
3. The Cat in the CellarD. Ark
4. Portrait of a Gentleman.....Anonymous
5. Portrait of a LadyAnonymous
6. Out for the Night.....C. Andle
7. Cain and Abel—an ante-
diluvian sketchAdam
8. A Tale of the Sea.....Hooker
9. Ruins in ChinaC. A. Reless
10. The Horse FairO. Ates

The titles as they appear in the catalog are not numbered. Numbers are placed on the "art" objects only, and it is these numbers which the guest must match with titles in catalog.

The matching objects are as follows:

1. A sausage. The exhibitor will warn the visitors not to whistle while passing the article.
2. An onion.
3. A plain black card. The exhibitor will explain that the cat is a black one.
- 4 and 5. A mirror.
6. An extinguished candle.
7. A walking stick and a small bell.
8. The tail of a fish.
9. Pieces of broken china.
10. A small box of oats.



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What Price Leisure?

Taking the quotation: "Time wasted is existence; time used is life" as the theme, build a program, play, pageant, or pantomime in which mere existence and real living are contrasted.

Such a program will show the high price which must eventually be paid for time spent in gambling houses, cheap dance halls, saloons, and in the reading of sordid books and magazines. It will, on the other hand, show the price paid and the enormous dividends received by those who explore, then work and play in the field of culture, science, athletics, and fine literature.

There are numerous ways in which this theme may be developed. The most simple to prepare and to produce is written in symbolical style.

Make the characters natural, the situations life-like and, above all, do not moralize.

Greed, vice, vanity, and laziness, following and indulging their selfish motive, are bound to pay the price of dulled minds, corrupted morals, and depleted physical strength.

Skill, growth, ambition, initiative, and imagination, working to build the well rounded life, will receive rich dividends by becoming physically strong, mentally alert, and morally straight.

It will be interesting to follow these characters through their varied interests, and to see whether the final act reveals a life which was planned to break or to build.

Developing a Program of Activities in a Small High School

(Continued from page 374)

one club but not more than three. From the thirty-two clubs on the list, the eight most popular clubs were to be determined by student voting. The sponsor also explained that the clubs selected would meet during the regular activity period—which would provide three club days, one home room day, and one assembly day each week.

Student interest was so prevalent that there were only two or three students who did not use all three of their votes allowed. Instead of selecting eight organizations, as the faculty had first intended, ten clubs seemed very urgent from the student replies on questionnaires. It was decided that the two extra ones could be provided for, since the County Home Demonstration Agent was to sponsor one, and the Methodist minister was happy to sponsor the boys in their camping and rifle activities to take place out of school hours.

When the Faculty Study Club had com-

pleted its co-ordination and approval of student selected clubs, the following definite activity schedule had taken form:

WEEKLY SCHEDULE OF EXTRA-CURRICULAR ACTIVITIES

The three groups which met each day include:

Monday—Home Room Meeting; Home Room Meeting; Home Room Meeting

Tuesday—Local History Club; Library Club; Girls' Glee Club

Wednesday—Press Club; Etiquette Club; 4-H Club

Thursday—Cooking Club; Boys' Glee Club; First-Aid Club

On Friday there was an assembly for the entire high school; and on Friday nights, bi-monthly, the Boys' Camping and Rifle Club met.

The preceding schedule of activities was posted on the bulletin board in each of the home rooms, and each pupil was requested to select at least one of the clubs for membership. Participation in one club was expected, but each pupil was permitted to hold membership in three clubs of his own choosing, provided such membership did not cause his scholarship marks to fall lower than they had been the first month, when there had been no club activities. All were urged to consider carefully the schedule in making their selection of more than one club, since a student could meet only one club each day during the thirty-minute activity period.

It would be impractical to explain in detail the work of all of these clubs, but it was surprising what intense activity was aroused by a little faculty co-operation and direction. The undertakings probably required of the teachers a few extra hours each week, but the extra-curricular activities were so pleasant that additional work was regarded as leisure-time activity rather than as vocational labor. Thus the second major division of ex-

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tra-curricular activities, the school club organizations, provided even a greater outlet for student energy than did the home room. These two, however, worked together to swing into full operation the third element: the student conducted assembly program.

The student activities which developed into an assembly program were the culmination of the best of the home room and club program material. A president of the high school student body was elected by popular vote. It was his duty to act as chairman at the regular Friday assembly, introducing visiting speakers, making announcements, or introducing the cast of various dramatic skits put on by different home rooms and club organizations. Each of the three home rooms and ten clubs was expected to present two assembly programs during the year. The remaining six Fridays were used for special out-of-school speakers.

As each club or home room usually took its own best program and presented it for the assembly, no special effort was required to work up assembly programs. These large group meetings permeated the whole school and community with a feeling of unity and accomplishment. Through them, all were made to feel that each little activity had a part in the whole school life, and such unified spirit laid the foundation for student participation in school control.

With many desirable outlets for student activity there was very little school control required. Sometimes enthusiasm in the various projects ran so high that participants were a little noisy, but it was a noise of worthwhile achievement, not maliciousness. The monitors elected by the home rooms served as discipline committees for student gatherings in the auditorium or gymnasium. In general, however, the students needed very little disciplining; they had too many things they really wanted to do. They didn't have time to be mischievous.

There was no council or student government organization this first year, but plans were made for such an organization for the following year. Much of the routine of making out schedules and general planning, which was handled by the Faculty Study Club during the first year of installation, could be turned over to the student council the next year. It seemed wise to let the faculty act as governing body while they were still studying and learning about extra-curricular activities. This first year also gave the students a little experience and time in which to learn to accept responsibility, and gradually to prepare themselves for greater participation in school control. They took great pride and delight in being allowed the privilege of serving as

guides and officials on such days as the All-School Rally Day, which was given just before the close of the school year.

All-School Rally Day provided a full day's program of activities and exhibitions showing forth the work which had been accomplished by the extra-curricular activities program for the school year. Parents and visitors spent the day as guests in the school, and were favorably impressed with the many programs and exhibits. Further recognition was given to student participation in the various activities of this school by making a combination of the new-type commencement program. Not only student activity was given a place on this program, but also medals and certificates of award were presented by the superintendent to the outstanding leaders of the year's extra-curricular activities.

Thus the school year closed, and the program of extra-curricular activities had become a definite part of the work of that school. Some of the most obvious results of these activities in this small high school were:

1. Students were provided with something worth-while to do during leisure time.
2. School discipline became a topic of minor concern.
3. Fewer absences and tardinesses were reported.
4. Not one high school student deliberately quit school and not one was suspended from school for misbehavior.
5. Student leadership, initiative, and ambition were encouraged.
6. The curricular offerings were supplemented and enriched.
7. Teachers found their curricular duties to be so much easier that they had plenty of time for the extra-curricular.
8. Parents became more interested in the school, and in the welfare of their boys and girls.
9. School property was preserved as it had never been before.
10. A foundation was laid for even more worth-while accomplishments for the next year.

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Parties for the Season

EDNA E. VON BERGE,
Department Editor

Party Equipment

NOTICE!

All class or club sponsors please list below any party equipment desired for social functions.

.....
.....
.....

Each year this notice appears upon the bulletin board of a certain high school. The suggested items are considered by the faculty social equipment committee in making purchases. Money is obtained through contributions from classes making use of the equipment and from the general school fund. Any school group may borrow the equipment for social affairs, by applying to the teacher in charge. The applicant fills out a blank of the type below and receives a carbon receipt with the return of the equipment in good condition. The class or club is held accountable and pays for loss or repairs.

LOAN OF PARTY EQUIPMENT

Description of article.....
.....
.....
ToGroup
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Signed for by.....
Pupil
Sponsor

Suggestions for a similar collection of party or social equipment follows:

Floor Lamps—When used at dances, they eliminate the necessity of decorating lights and give a soft, restful glow.

Lace Table Cloths—They give an air to even the simplest tea or buffet supper.

China Cups, Saucers, Plates, Crystal Drinking Goblets, and Candle Holders; Flower Bowls and Vases and Table Decorations—For the most part, much of this is obtainable at ten cent stores. Care must be taken in selecting simple, rather than elaborate dishes in colors that readily fit into most color schemes. Greens, ivory, and white are recommended. Deep blues, blacks or reds have limited use.

Tall, Floor, Five Branch Candelabra of Wrought Iron—For use on the stage, at dances, teas and suppers. They are inexpensively made in the manual arts department.

Five Gallon Metal Coffee Pot with Spigot

Arrangement; Fifty Tin Cups and Long Handled Toasting Forks—The manual arts department also made these supplies.

Volley Ball, Nets, Horseshoes, Bats and Baseball—For picnic use as a rule. Some of this equipment may be used in the gym when parties are held at school.

Wooden Folding Screens—These have endless uses at parties or on the stage. They shut off unwanted corners, reduce the size of a too large room, hide an accumulation of paraphernalia, furniture, etc., which has no other storage place.

Large Potted Palms and Boxed Ferns—For stage and dance decorations.

Sturdy Metal Card Tables—For games or refreshment service.

Stone Fireplace and Picnic Tables and Benches for Picnics on School Grounds—Picnic facilities for the younger students, or when parks and other picnic grounds are too far away, are very popular and highly recommended.

Pygmalion Policies in Party Planning

What a party! What had originally been planned as a class dance in the school gymnasium, turned out to be a gum chewing marathon; a stall bar climbing exhibition; and a boisterous, free-for-all, chase-me affair. Had a certain socially prominent Board of Education member of our city witnessed this social event, she would have been horrified and shocked. Several years later, however, she attended a formal club banquet which prompted this remark: "Why! I had no idea you had such a cultured and charming group in your school."

The change which took place during the years between the first and formal party, was not a simple or miraculous one, but a slow, often discouraging process, one still in progress.

Pygmalion tactics had to be applied to a student body of lower social and financial levels, as well as those from foreign homes whose customs and training differed considerably from what was expected in American circles. The failure of the first social event challenged interested teachers, who shouldered this extra responsibility of educating the students in the social graces.

Analysis of the gymnasium party brought to light the dancing inability of a major num-

ber of boys and some of the girls. The solution? This was an after school dancing class conducted separately for boys and girls so that there would be no chance for embarrassment of beginners. After a few dancing techniques had been mastered, experienced girl dancers joined the boys as partners. The reverse procedure also applied to the girls' classes. No boisterousness was permitted at any time.

With an influx of new students each year, it has been necessary to continue the dancing classes, which are taught by experienced students and teachers. The classes are usually conducted previous to class or club dances.

The ability to dance, however, is not sufficient to insure the success of a party. Good etiquette must be learned and practiced as well. Experience through the years has demonstrated that the panel discussion method, carried on by the students under teacher guidance, is superior to all others in the teaching of party etiquette. A panel discussion preceding any large social function will make high school affairs compare favorably with collegiate parties.

Some of the questions discussed are of a general nature, while others pertain to one particular event. Advance consultation with the principal or sponsor guides the panel members in their discussion. A question period follows to give listeners an opportunity to have doubtful points cleared up. Typical questions are:

1. When a boy asks a girl for a date, what information does he include?
2. What arrangements should be made?
3. After a dance, what eating places are recommended for refreshments? (Sponsors submit a list of commendable ones for consideration, for the inexperienced students are usually not in a position to judge. Those which are not recommended are also pointed out.)
4. Why is gum chewing objectionable at a dance?
5. Why is drinking sometimes a serious offense at a dance? (This is an issue which must be faced.)
6. Should a boy take a taxi if he has no car at his disposal? Should a girl expect this attention? What arrangements should be made for getting to the party?
7. What is recommended in the way of dress for the girls? (It will vary depending upon the party. It is awkward when some attend in fancy party clothes and others in sweaters and skirts.)
8. What is recommended in the way of dress for boys? (They are apt to come without coats, in sweaters or without ties if you don't watch your step.)

9. Should the boys send the girls corsages? (What is the school rule concerning this practice? Some schools do not permit them.)

10. Should a high school girl expect a boy to spend much money after a school party?

11. What is good dance posture? (This may be demonstrated, the good and the bad compared.)

12. What does a boy say to the girl after the dance?

13. How does the girl respond?

14. Does a boy take his dancing partner back to her escort, or does the escort come after her?

15. What time does the grand march begin? Why is it necessary to be on time? Does the girl take the boy's arm or vice versa?

16. What is the receiving line? Who is in it? What does one do about it?

17. What is the responsibility of the student, both boy and girl, toward the chaperons and sponsors?

18. What is the girl's responsibility when:

- a. Being called for by the boy?
- b. Having wraps checked?
- c. Receiving punch?
- d. Eating out with the boy after the dance?

19. What is the boy's responsibility:


- a. When calling for the girl?
- b. When checking wraps?
- c. When filling out a program?
- d. When being "tapped" at a dance?
- e. When a dance is finished?
- f. When taking a girl home?
- g. When serving punch?
- h. When getting into a car?

When such information comes through the student to other students, in such an entertaining manner as this, it is far more effective than if the teacher presents it in a "You-better-do-thus-and-so" manner. It is especially impressive if the more outstanding boys and girls, who are respected and admired, make up the panel.

In one of the outstanding social clubs of the school, every phase of etiquette involved preceding a tea, buffet supper, picnic or dance is discussed in the meeting. After the affair has taken place, a further discussion fol-

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lows in which errors that have been committed are tactfully pointed out, and students ask questions pertaining to situations which arose but which have not been previously discussed. Thus a social affair has real educational value.

Assembly talks by outside speakers with outstanding personality, editorials in the school paper, and bulletin board announcements dealing with etiquette and social training all help to make students realize the importance of studying and practicing it. Previous to a party an announcement from the library as to helpful books on party etiquette is recommended.

Such a course followed consistently and persistently for a number of years is heartily recommended in making for successful school parties.

Going Places

The grass on the other side of the fence is greener—so thinks beast.

The other fellow's job is rosier—so thinks man.

The business man eyes with envy the advantages of the neighbor professor; the doctor longs for the freedom of the farmer; the teacher longs for the prestige and wealth of the banker; but few wish to trade places with the faithful mailman who follows his daily route in rain or shine, heat or cold, carrying a heavy pack on his back.

Pity the poor mail man at this season of the year when his load is heavily increased just as it is Christmas, Easter, New Years, and Valentine Day. Railroads, summer hotels, universities, fairs and travel bureaus are sending literature to prospective patrons—for it is travel time. Teachers and pupils alike are making plans to go places. Start them off properly with a "Travel" or "Going Places Banquet."

You can't go wrong with plans like these:

1. Collect colorful, varied folders from travel agencies. Insert the printed menu and program on the inside page and prop it before each place. It will add a decorative touch to the set table.

2. Send invitations to guests on old, long, strip tickets and have the guests use them for admission. An attendant tears off one part for admission, another after the guest travels through the first course, then the second, etc.

3. Buy or make small suitcases from stiff correspondence cards. Paste tiny pieces of colored paper, cut in various shapes to resemble stickers, around the outside. Print

the name directly on the suitcase or on a sticker attached to the handle and use them as favors and place cards.

4. Thumbtack colored ribbon streamers to the top of a world globe for a table decoration. Loop travel vehicles consisting of tiny shoes, trains, boats, camels, airplanes, bicycles, donkeys, and autos in the ends spread out fan fashion on the table. Have an additional parade of small vehicles traveling down the center of the table on a raised platform.

5. Select foods for the menu which are named after countries as—Chinese Chop Suey, Hungarian Goulash, Dutch Apple Pie, Swedish Meat Balls etc.

6. Center toasts or speeches around these topics:

Tips for Travelers. Include here tips for traveling along in life—warnings etc.

Travel Awards. Presentation of gifts or announcements of honors for those who have traveled well through High School life.

Whither Bound?

Travel Talk—given by one who has had unusual or interesting travel experiences.

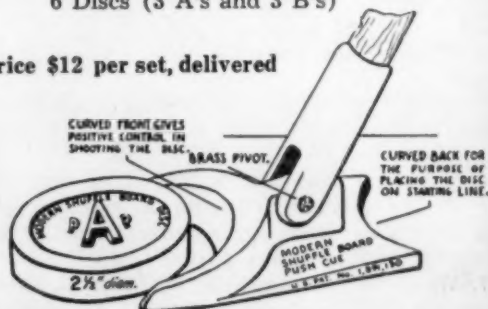
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● **MODERN METHODS IN ARCHERY,** by Natalie Reichart and Gilman Keasey, is a book of The Barnes Dollar Sports Library.

Along with the revival of interest in all sports of the individual type, archery is being used by a fast increasing number of men, women, and children as an absorbing leisure-time activity. In view of this fact, this volume is especially designed as a help for students and teachers in the choice and care of equipment, in class organization and teaching methods, and general information about teaching archery to groups. "The relaxed method," as used by Mr. Keasey in his archery triumphs of 1935 and 1936, is emphasized. Numerous illustrations add an attractive and instructive feature to the book.

● **COMPARATIVE TRAGEDIES—OLD AND NEW,** by Helen E. Harding.

This volume was designed to meet the desire of many teachers and students to study both the classics and modern literature comparing them in theme and treatment. Here are examples of the works of three great masters: Shakespeare's *Hamlet*, Sophocles' *Electra*, and Eugene O'Neill's *Beyond the Horizon*. As in the other books of the Comparative Classic series, the editor has included introductory material covering the background of the plays and the authors, interesting notes, questions, and new-type tests. There are profuse illustrations, photographs from both stage and screen productions. Published by Noble and Noble.

● **MOTION PICTURES IN SPORTS, SPECIAL EVENTS IN THE PHYSICAL EDUCATION PROGRAM, AND TENNIS TYPE GAMES** are titles of a new series of booklets published under 1939 copyright by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation. These publications are low in price, but supply a wealth of helpful material for the school. They provide means not only for making girls' athletics

more sound and effective, but also for developing a greater appreciation of girls' athletics and plans for integration by which this phase of school work is carried into assembly, community programs, demonstrations, and other feature events of the school.

● **OUTLINE OF SUGGESTIONS FOR TEACHERS OF SPEECH,** by E. C. Buehler, Professor of Speech and Dramatic Art, University of Kansas. Here is a volume that reads like a story book. Indeed it is a story book—or rather a book of stories; also one rich with the figurative language of Professor Buehler. The book does not suggest study, but rather an evening of thrilling, hilarious reading. The colorless title is in direct contrast to the colorful content. But this book is not shallow. It is deep—the kind that will stand re-reading.

(Items released in this department deal with the products of firms that SCHOOL ACTIVITIES regards as reliable and of good standing. The addresses of these firms are familiar to most readers and are not given here. Letters will be forwarded to them promptly if addressed to SCHOOL ACTIVITIES, 1515 Lane Street, Topeka, Kansas.)

Comedy Cues

A reader tells us he was born at Llanfihangel Aberbythch, in Carmarthen. Well, that's more than a lot of people can say.

—Humorist.

Professor (to bright freshman): "How would Shakespeare have said, 'I see a bow-legged man'?"

Freshie: "Eh—Ah! What is this I see? 'Tis a man walking in parentheses."—Mississippi Educational Advance.

BIRD OR BEAST?

The Chicago Board of Education has caused a classic essay to be immortalized in type. It's about frogs, and was written by a young Norwegian. The essay:

"What a wonderful bird the frog are! When he stand, he sit almost. When he hop, he fly, almost. He ain't got no sense, hardly. He ain't got no tail, hardly, either. When he sit he sit on what he ain't got almost."—Minnesota Journal of Education.

"What's the idea of the Smiths taking French lessons?"

"Why, they've adopted a French baby and want to understand what it says when it begins to talk."—Capper's Weekly.

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